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association canadienne des professeurs d'université

Academic Freedom and the Present Challenge

La Classification des Enseignants au Québec

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La classification des enseignants: Une rationalisation mal engagée?

ROLAND PROULX

La crise, que traverse actuellement le secteur post-secondaire, risque de laisser indifférents ceux qui oeuvrent dans le domaine universitaire. Une certaine conception "élitiste" du professeur d'université, une longue tradition universitaire bien enracinée qui n'a pas connu encore de crise grave, l'"immunité" universitaire affirmée à plusieurs reprises par le rapport du Conseil des Universités du Québec sur les objectifs de l'enseignement supérieur [1] peuvent jouer dans cette indifférence et donner à croire que le baromètre tournera au "beau"!

Tant pour des raisons de solidarité avec le monde enseignant que d'escalade éventuelle du conflit jusqu'au sein de l'université elle-même, il nous semble urgent que nous soyons partie prenante dans un débat qui touche à la conception même de l'enseignement.

Les années 1960-1970: Investissement en matière d'éducation

Il serait inutile de revenir longuement sur les efforts considérables de rattrapage et de créativité qui ont caractérisé au Québec le monde de l'enseignement dans les années 1960 à 1970. Nous avons assisté à un déblocage considérable de forces neuves, inédites: ré-évaluation du système d'éducation, élaboration de nouvelles politiques, nouveaux programmes et expériences pédagogiques. Progressivement, de nouveaux profils se sont esquissés et émergeait une nouvelle conception de l'enseignement[2].

Les années 1970: l'opération rationalisation

Cette libération, rendue nécessaire par le retard que nous accusions dans le domaine de l'enseignement et la mutation culturelle qui nous atteignait, avait néanmoins besoin d'être rationalisée. Cette rationalisation et planification devenaient d'autant plus urgentes qu'une plus grande mobilité culturelle se faisait sentir, les coûts grandissants de l'éducation menaçaient de rompre un équilibre socio-économique déjà précaire, le taux de fréquentation scolaire baissait. Elles s'avéraient, en fin de compte, d'autant plus impérieuses que, sur le plan pédagogique, il fallait coordonner et préciser les programmes, mieux utiliser les forces vives et

1. *Objectifs généraux de l'enseignement supérieur et grandes orientations des établissements,* trois cahiers, Conseil des Universités du Québec, 1973.
2. cf. *L'Evolution récente de l'enseignement supérieur au Québec,* Cahier I, (Rapport préliminaire — 15 juillet 1972), id.

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les ressources humaines. L'opération planification semblait devoir caractériser les années 1970.

Le rapport du Conseil des Universités sur les objectifs de l'enseignement semble bien avoir diagnostiqué la situation et jeté les bases d'une planification saine et équilibrée.

Les premiers chapitres du Cahier III [3] manifestent une conscience lucide des tensions inévitables entre rationalisation et créativité, centralisation et participation, autonomie et intégration. Les recommandations du Cahier II [4] maintiennent ce difficile mais nécessaire équilibre dans l'opérationnalisation et la réalisation des politiques en matière d'autonomie.

Nous ne pouvons que nous réjouir de telles conclusions dans le secteur universitaire.

Le problème de la classification: l'irrationalité d'une rationalisation

Dans un tel contexte, il est pour le moins surprenant que l'opération — rationalisation ait de fait emprunté une autre voie dans le secteur collégial, surtout en regard de la classification des enseignants.

Il va de soi que l'analyse d'ensemble d'une situation encore mouvante reste à préciser, comme serait prématuré également un jugement global et sans nuance, dont l'enjeu ne cesse de jour en jour de se ramifier et dont la complexité, s'avère plus difficile que jamais.

Le problème posé par la déclassification — qui cristallise le débat actuel — pose sans doute des problèmes spécifiques qu'il fallait tôt ou tard résoudre[5]. Mais il y a lieu de se demander si le principe même de la classification et la façon de l'appliquer ne débordent pas largement ce contexte spécifique pour toucher de fait des options de base. Il faut lire le *Manuel d'évaluation de la scolarité* et parcourir les articles et compte-rendus sur la déclassification que publient les journaux ou communiqués de presse[6] pour se rendre compte que la solution au problème de la classification relève de fait d'une politique plus globale pour le moins hasardeuse et douteuse!

1. Nous devons d'abord avouer notre inquiétude face à la *manière dont la classification des enseignants s'est réalisée dans le secteur post-secondaire.* Un épais *Manuel d'évaluation de la scolarité des enseignants* a été édicté et appliqué de façon unilatérale par le ministère de l'Education du Québec. Tous, à l'origine, ont sans doute souhaité que cette entreprise monumentale soit le résultat d'un effort conjoint du ministère, des administrateurs et des enseignants! Cette méthode s'étant avérée désespérément longue et infructueuse, nous pouvons comprendre que, de guerre lasse, le ministère ait décidé d'agir et de prendre une décision qui, de toute façon, lui revenait en dernier ressort. Mais si nous parvenons à comprendre, nous ne pouvons guère approuver un tel geste. Nous croyons qu'aucune politique réaliste et qualitative, en matière d'évaluation des enseignants, ne saurait être élaborée et réalisée sans la participation de ceux-ci. Il n'y avait pas, que nous sachions, péril dans la demeure. On aurait pu apporter des éléments de solution aux problèmes immédiats, tout en laissant aux comités d'étude le soin d'élaborer, dans le respect des uns et des autres et dans la reconnaissance d'une situation complexe, une solution globale et à long terme au problème de l'évaluation des enseignants. Le *Manuel* fut-il une réussite de clarté et de précision, il n'en demeure pas moins l'oeuvre souvent théorique, unilatérale et partielle de bureaucrates qui ont sacrifié au désir hâtif et désespéré de solutions expéditives la mouvante et complexe situation de l'enseignement et l'indispensable participation des intéressés eux-mêmes, à savoir les enseignants.

A cet égard, certaines observations faites par le Conseil des Universités auraient mérité d'être retenues par le ministère de l'Education. Nous en rappelons une qui, croyons-nous, s'applique, mutatis mutandis, tout aussi bien au secteur universitaire qu'au secteur collégial: "(. . .) les mécanismes de prise de décision devraient accepter de s'alourdir délibérément pour permettre la participation la plus large possible à l'élaboration des politiques; ce qui est apparemment perdu en délais et en énergie peut

3. Cf. "L'Evolution de l'enseignement supérieur durant la décennie 1970: cadres et contraintes", *Les orientations de l'enseignement supérieur dans les années 1970*, Cahier III (23 février 1973), ibid., pp. 9-57.
4. Cf. *Objectifs généraux de l'enseignement supérieur*, Cahier II (22 février 1973), ibid.
5. Soulignons, entre autres, le problème des diplômes ou attestations d'études "gonflées" pour lesquels une revision s'avérait nécessaire.
6. Cf. *Problème de la déclassification*, Dossier d'actualité No. 5, FAPUQ, 15 mai 1973, 156 p.

Chronologie des principaux événements sur la déclassification des enseignants

1968-1971 signée en novembre 1969 : signature de la convention collective des enseignants de niveaux élémentaire, secondaire et collégial; cette convention collective prévoit la création d'un comité provincial de classification composé par des professeurs, des administrateurs scolaires et des représentants gouvernementaux.

Mai 1970 — février 1971 : le comité provincial sur la classification devient inopérationnel.

14 février 1971 : création d'un service sur la classification au sein du ministère de l'Education.

avril 1972 : le service sur la classification du ministère de l'Education dépose de *Manuel d'évaluation*.

30 juin 1972 : loi 53 sanctionnée par l'Assemblée Nationale modifie la loi 19 donnant ainsi au gouvernement après consultation avec le ministre du Travail le droit de déterminer par décret les conditions de travail des salariés (enseignants) et ce, du 3 août au 15 septembre 1972.

15 décembre 1972 : décret du gouvernement du Québec tenant lieu de convention collective entre les CEGEPs et le personnel enseignant et référant pour le classement des enseignants au *Manuel d'évaluation*.

8 février 1973 : le ministre de l'Education annonce la création d'une commission d'étude sur la classification des enseignants des niveaux élémentaire, secondaire et collégial.

29 mars 1973 : le ministre de l'Education demande au Conseil Supérieur de l'Education de réaliser une enquête sur les CEGEPs.

8 mai 1973 : déclaration commune demandant la fin des décisions unilatérales du ministère de l'Education, le gel du *Manuel* de classification et le respect des droits acquis; déclaration signée par:
- Provincial Association of Protestant Teachers
- Montreal Teacher's Association
- Fédération nationale des enseignants québécois (CSN)
- Fédération des enseignants de CEGEP (CEQ)
- Alliance des professeurs de Montréal
- Lakeshore Teacher's Association
- McGill Association of University Teachers
- Fédération des associations de professeurs des universités du Québec
- Association canadienne des professeurs d'universités
- Loyola Faculty Association
- Association des professeurs du Collège Dawson
- Syndicat des Professeurs de l'Université du Québec à Montréal (CSN)
- Centrale de l'enseignement du Québec (CEQ)
- North Island Teachers Association
- St-Lawrence Richelieu Association
- Chateauguay Valley Teacher's Association.

15 mai 1973 : publication, par la FAPUQ, d'un dossier d'actualité portant sur la déclassification.

11 août 1973 : appel de mémoires par le secrétaire de la Commission d'étude sur la classification des enseignants aux personnes et aux organismes désirant soumettre des études, des commentaires ou toute proposition pertinente.

11 septembre 1973 : entente entre le ministère de l'Education et les professeurs des CEGEPs sur la classification: droit pour les enseignants non classifiés à un mécanisme de négociation et d'arbitrage, les professeurs déclassifiés obtiennent une compensation monétaire, etc.

octobre 1973 : appel de mémoires sur les tâches des enseignants par les secrétaires des Commissions d'étude sur les tâches des enseignants.

4 octobre 1973 : création d'un comité conjoint FAPUQ/ACPU en vue de produire un mémoire à la Commission d'étude sur la classification des enseignants.

facilement être récupéré au total par un enrichissement et un enracinement des données des problèmes, ainsi que par des consensus plus rapides après la prise de décision; (. . .)[7].

L'application unilatérale du *Manuel* n'a pas été sans occasionner des imbroglios inextricables et des erreurs impardonnables[8]. Aussi le ministère a-t-il tenté, au moins au plan administratif, de pallier à la trop grande rigidité théorique et aux évidentes injustices qu'ont impliquées à l'égard des enseignants les normes du *Manuel de classification,* en en nuançant leurs applications. Entre autres, on a rendu possible le recours à l'arbitrage et mis sur pied des comités de revision. Devant l'accumulation des plaintes et des critiques, le ministère de l'Education rappelait à tous les intéressés, le 11 août 1973, l'existence d'une commission d'étude sur la classification des enseignants des niveaux élémentaire, secondaire et collégial qu'il avait lui-même créée le 8 février 1973. Le mandat qu'il lui a confié se veut généreux: "Le ministre demande à la Commission d'étudier les systèmes de classification des enseignants des provinces canadiennes et de certaines Etats américains, d'entendre les représentations qui pourraient être faites par les milieux concernés et de lui présenter des recommandations sur un système approprié de classification et sur une certification correspondante".

Il y a là des éléments de solution positifs qu'il faut souligner et une invitation qui ne doit pas demeurer lettre morte. Nous ne croyons pas cependant que la création de comités de revision et d'une Commission d'étude "ad hoc" ne signifie pour autant l'abandon du *Manuel*. Tant et si bien qu'un fait demeure: le *Manuel d'évaluation de scolarité* existe, a été appliqué et continue de l'être de façon unilatérale. On est arrivé sans doute à en nuancer l'interprétation, il n'en demeure pas moins un système où les règles du jeu sont faussées au point de départ et un modèle théorique et unidimensionnel dont l'application ne peut qu'entériner la logique des prémisses. Le ministère accepterait-il même de le mettre "au frigidaire" qu'il demeurera dans la mémoire des enseignants un geste d'autorité qui aura suscité

7. Cahier III, op. cit., p. 6.
8. Cf. Entre autres, le mémoire du Protestant School Board of Greater Montreal.

et nourri beaucoup de méfiance et compromis beaucoup de relations fécondes. Le ministère de l'Education aura à tenir compte de ces nouvelles aigreurs et indifférences. Il aura, à tout le moins, à composer avec cet état de fait.

2. S'il faut dénoncer comme discutable et inacceptable "l'unilatéralité" et l'élaboration et de l'application du *Manuel,* il est encore plus urgent et plus important de remettre en question le *principe de la "classification" des enseignants.* Encore une fois, il ne s'agit pas de nier le bien-fondé et la nécessité d'une rationalisation efficace et cohérente en matière d'éducation. Personne ne doutera, croyons-nous, que telles aient été, de fait, les intentions mêmes du ministère en élaborant le *Manuel.* La création récente de deux commissions d'étude sur les tâches des enseignants et l'appel de mémoires qui y est sollicité viennent confirmer ce souci réel et sincère de la part du ministère[9]. Nous croyons cependant qu'il est de notre devoir de ne pas seulement s'arrêter aux intentions, encore qu'il faille honnêtement les reconnaître, mais surtout de jauger les façons de les exprimer et de les opérationnaliser. Or il ne nous apparaît pas évident qu'une rationalisation en matière d'éducation doive nécessairement se traduire, entre autres, par un système de classification uniforme et univoque des enseignants, surtout lorsque celui-ci prend comme critères fondamentaux les diplômes et les années de scolarité.

Relevons un *premier aspect* du problème, en évoquant un cas bien précis: l'évaluation uniforme des diplômes. Le Québec a connu, depuis 1960, une situation mouvante où se sont succédés et même ont existé simultanément trois systèmes de scolarité. Type A: degré terminal pré-universitaire (B.A.) et 15 années de scolarité (= 7 années d'école élémentaire + 8 années d'humanités classiques); type B: degré terminal pré-universitaire (D.E.C.) et 14 années de scolarité (= 7 années d'école élémentaire + 5 années d'école secondaire + 2 années de collégial); type C: degré terminal pré-universitaire (D.E.C.) et 13 années de scolarité (= 6 années d'école élémentaire + 5 années d'école secondaire + 2 années de collégial). Pour mettre fin à cette situation complexe qui correspondait, dans bien des cas, à des situations différentes en termes de compétence, le ministère décidait d'harmoniser toutes ces situations en fonction du type C, entraînant ainsi une déclassification des types A et B. D'un point de vue administratif, il est évident que ce principe d'évaluation uniforme et univoque constituait un critère de classification facile et précis; d'un point de vue économique, il était avantageux et rentable pour le ministère. Mais il est peut-être tout aussi évident qu'un tel principe est injuste et arbitraire. Non seulement le ministère ne quantifie pas à sa juste mesure les années de scolarité qu'il reconnaît par

ailleurs en d'autres situations, mais il n'évalue pas la compétence réelle du professeur. Sans vouloir faire à tout prix un procès d'intention, nous ne pouvons pas nous empêcher de nous interroger sur les hypothèses véritables qui sont sousjacentes au principe et au système de classification adoptés par le ministère de l'Education. La cohérence a quand même ses limites — celles au moins tracées par l'incohérence elle-même!

Un tel principe de classification ne se retrouve nulle part ailleurs, même dans des domaines auxquels pourtant le monde des enseignants s'apparente, comme celui des carrières professionnelles. Il est vrai qu'il prête flanc à plus de variables qu'aucun autre domaine professionnel. Ce n'est pas une raison pour verser dans le facile et l'odieux. A ce que nous sachions, nous ne nous rappelons d'aucun professionnel qui a vu ses diplômes rétroactivement déclassés, sauf évidemment les enseignants! Il y a là un précédent dangereux que nous ne pouvons pas ne pas mentionner. Il vaudrait mieux respecter ce que nous sommes convenus d'appeler les "droits acquis". Cette

9. Voir l'Appel de mémoires sollicité en octobre 1973 par le ministère de l'Education sur les tâches des enseignants: "Proposer des méthodes et/ou des systèmes pouvant permettre une utilisation optimale des ressources humaines actuellement affectées au système d'éducation, compte tenu des orientations pédagogiques du Ministère, des disponibilités financières et des priorités collectives du Québec" .
Plus spécifiquement, les commissions feront à leur niveau respectif, une analyse des tâches des enseignants de même que des méthodes et mécanismes de répartition de ces tâches, et de la différenciation des emplois dans l'enseignement.

théorie juridique est sans doute discutable à certains égards. Elle fait néanmoins partie, pour le moment, des règles du jeu que nous nous sommes données. Le moins que nous puissions dire, c'est qu'"il vaudrait mieux que le ministère respecte les reconnaissances déjà accordées, quitte à appliquer ses nouvelles normes aux nouveaux venus à qui aucune mesure rétroactive ne serait imposée aucune surprise ni aucune injustice ne serait faite. C'est la pratique ordinaire suivie par les gouvernements libéraux'. Mais il semble, cette fois-ci, que le gouvernement Bourassa veuille se montrer révolutionnaire sur le dos des enseignants"[10].

L'analyse du principe de l'évaluation uniforme des diplômes a soulevé un aspect du problème et révélé le type d'improvisation arbitraire et inconséquente à laquelle s'est livré le ministère de l'Education. Mais c'est surtout le problème global et l'option fondamentale — ce serait le *deuxième aspect* que nous aimerions développer — qu'il faut démasquer. Ce qui, fondamentalement, est en jeu, c'est le principe même d'une évaluation des enseignants en termes de classification selon les diplômes et les années de scolarité.

Ce qui est en cause, ce n'est pas la classification comme telle des enseignants selon les diplômes et les années de scolarité. Un tel travail pourrait éventuellement être indispensable à des fins statistiques ou administratives. C'est là un aspect de bonne tenue de dossiers que personne ne songe à contester.

Ce qui est en cause, ce n'est pas non plus l'évaluation uniforme, c'est-à-dire selon les mêmes critères, des enseignants. Nous sommes d'accord avec le ministère qu'il faille remédier à une incohérence qui a longtemps marqué le monde de l'enseignement. Une saine rationalisation s'impose, nous l'avons suffisamment rappelé, et elle comportera, qu'on le veuille ou non, une nécessaire évaluation des enseignants.

Ce qui, globalement et fondamentalement, fait difficulté, c'est une conception réductrice de l'évaluation des enseignants. Une "évaluation de la scolarité" ne saurait prétendre être une évaluation de l'enseignant. Or, lorsqu'on constate que le *Manuel* est le seul point de référence pour apprécier et rémunérer les enseignants, l'existence d'une telle équation ne fait plus de doute. C'est donc dire qu'"un" critère est devenu "le" critère d'évaluation des enseignants.

La réduction de l'évaluation des enseignants à la seule évaluation et classification selon les diplômes et les années de scolarité implique donc que des aspects fondamentaux de l'évaluation d'un enseignant, dont la compétence et l'expérience ne sont pas les moindres, ont été ignorés. On évalue un professeur selon un ensemble de critères, de coordonnées et de valeurs, non d'après ses seuls diplômes et années de scolarité, ces deux éléments fussent-ils même très importants. Dans son éditorial: "Le nouveau classement est-il récupérable", C. Ryan souligne bien, entre autres, cet aspect du problème: "La manière étroite dont il (le *Manuel*) s'appuie sur les années de scolarité pour établir le classement d'un enseignant pèche par un manque évident d'humanisme et de compréhension des autres valeurs engagées dans l'éducation. Dans un domaine comme l'éducation, il faut tenir compte de maints autres critères que 'l'accumulation pure et simple d'années de scolarité' (mémoire du PSBGM) pour établir la valeur réelle d'un enseignant.

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10. Cf. Jean-Claude Leclerc, "Les diplômes du ministre Cloutier", *Le Devoir*, 2 avril 1973.

Bourse 1974-75
du
Fonds de bourses J. H. Stewart Reid

Valeur: Une bourse d'étude de $3,000. *Endroit:* une université canadienne qui offre les études au niveau du 2^{0} cycle ou du 3^{0} cycle. *Domaine d'études:* tous les domaines. *Durée:* un an; le candidat peut toutefois poser sa candidature au concours de l'année suivante. *Qualifications:* (a) citoyenneté canadienne ou résidence au Canada à titre d'immigrant reçu en date du 1er février 1973 ou plus tôt; (b) inscription à un programme d'études supérieures dans une université canadienne ou admissibilité aux études supérieures en 1974-75. *Date limite:* 1er février 1974. Pour de plus amples renseignements ou pour obtenir les formulaires de candidature, veuillez écrire à la: Préposée, service des bourses, Association canadienne des professeurs d'université, 66, rue Lisgar, Ottawa, Ontario, K2P 0C1.

Academic Freedom and the Present Challenge*

J. PERCY SMITH

I could not possibly respond to the honour that you have done me, without saying something first about the person who is remembered through the Milner Award. In doing so, I suppose I shall attempt the quite impossible exercise of separating his role as Chairman of the Committee on Academic Freedom from his other roles. For Jim Milner was legal scholar, teacher, author, reader and collector of fine books, expert on urban planning — the only genuine authority Canada has ever had, I continue to be told, in the area of town-planning legislation — friend of the arts and of artists, and withal an unforgettable comrade, whether in times of stress or in times of relaxation. I call the exercise impossible because of course, like most people who are both eminently able and eminently purposeful, he was never any one thing to the exclusion of the others.

All the same, I must comment on the specific role, because I think that no one who is not closely involved in the work of the A. F. and T. Committee can understand how demanding the Chairmanship of that Committee is: in my judgment, the most difficult and demanding office in the CAUT. The Association has been almost unbelievably fortunate in the people who have taken up its particular challenges; I refer not only to Jim Milner himself, but to the whole succession of A. F. and T. Chairmen.

Looking back, I think that Jim Milner brought three particular qualities to the chairmanship. There is not time here to elaborate on them, but I want to mention them. First, partly because of his scholarship in the law, he brought an understanding of the crucial part that civilized, agreed-on procedures must play in dealing with the disputes that inevitably arise in universities over the rights of faculty members. It was he, therefore, who with infinite patience and good sense guided the development of the CAUT Policy Statement on Academic Freedom and Conditions of Employment, which established basic principles and procedures that are now at least sufficiently taken-for-granted in most Canadian universities that few of us take the time to remind ourselves of the days when there were no procedures whatever, and therefore — when the going was difficult — not many principles either. I am not at all suggesting that all is well — but the statement to which I have referred constitutes a standing rebuke to institutions that ignore principle or violate due process.

* This article was presented in the form of an address at the C.A.U.T. Council meeting in May 1973 at Charlottetown, P.E.I. where Professor Smith was presented with the James Milner Memorial Award.

Professor Smith is the former Executive Secretary of the CAUT and is now Vice-President (Academic) at Guelph University.

Second, he brought a profound concern for fair play — not only to faculty members, but to universities and administrators, for he was not at all disposed to assume that every faculty member is right and every administrator wrong. He was far too judicious a person for that; and his judiciousness was a complicated thing, involving both a strong, intellectual, analytical interest in getting at the facts, and a deeply imaginative compassion for individuals with problems.

Third, he brought — how shall I put it? — himself: unassuming, considerate, imaginative, intellectually powerful, dedicated, humorous — but there is no point in amassing adjectives. Together, the qualities add up to what I can, perhaps, best call style: a way of doing and saying that was adaptable, but individual and in the long run quite beyond definition.

Jim Milner was — I think it obvious — not a person who lived in the past, however much he enjoyed history. I should like now to change gears and speak briefly about some aspects of the present moment in Canada that he himself would have wanted to discuss. In the Policy Statement on Academic Appointments and Tenure adopted by the CAUT Council in 1967, the preamble contains this paragraph:

> Academic freedom includes the right within the university to decide who shall teach, who shall be taught, and what shall be studied, taught, or published. Because a university's essential concerns are intellectual, academic freedom involves the right of appointment of staff or admission of students regardless of race, sex, religion, or politics. It involves the right to teach, investigate, and speculate without deference to prescribed doctrine. It involves the right to criticize the university.

It goes on, a little later,

> Academic freedom concerns the university as an institution; it concerns the students; it concerns the faculty.

In the Statement itself, the Association proceeded candidly to deal with the third of those propositions, and I believe that it was right in doing so, and that subsequent events show that it was right. The questions about academic freedom as it concerns the faculty have by no means all been settled. The appropriateness of tenure as a protective device, the relation of probation to it, the specific procedures of institutions in dealing with disputes and grievances — all will continue to be the subject of discussion for a long time.

When Friedrich Nietzsche was a boy of fourteen or so, he had a vision of God in all his glory. Many years later, when he had been a member of the faculty of the University of Basle for some years, he remarked that on the whole he thought professors were better off than God. Few of us today would accept his conclusion, though I dare say not many of us have the same pragmatic basis of comparison to go on; moreover, if God is indeed dead, as some doctors have pronounced him to be, that fact may also give us pause. What is, in my judgment, beyond dispute is that, in so far as their immediate relations with their universities is concerned, the academic freedom of faculty members at Canadian universities is far more assured than it was in the days — which some of us remember well — when professorial appointments, promotions, salaries, and tenure of office were at the pleasure or caprice of senior administrative officers, and when it was possible for a scholar to be asked to resign because of public statements he made about public policy.

Having distilled its thinking about the rights of faculty members into a policy statement — indeed, well before that statement was complete — the Association attempted to encourage and assist the Canadian Union of Students in dealing with the subject of academic freedom as it concerns students. Unhappily, the C.U.S. was then embarked on the stormy course that resulted in its disintegration, and our efforts went for nothing.

I turn then to that other component in considerations of academic freedom — the way in which it concerns the university as an institution. Let me enter a couple of disclaimers. First, I do not think that anyone in his right mind would now make a claim for the full autonomy of universities and expect to be listened to. Universities are very large and very visible, and very expensive. We cannot expect not to be subjected to a great deal of uncomfortable and often unsympathetic public scrutiny and comment. Second, I do not believe that governments are, or will be, engaged in a sort of deliberate plot to destroy higher education; which is not to say that a good deal of destruction is not going on.

The Preamble of the 1967 Policy Statement begins in this way:

> The essential functions of a university are the pursuit and dissemination of knowledge and understanding, through research and teaching. Academic freedom is essential to the carrying out of these functions.

In the CAUT brief on federal support of universities and colleges, approved last year, the functions of universities are spelled out in a somewhat different way, reference being made to discovery, criticism, manpower training, cultural development, and personal development. That brief comments ruefully, but accurately, that "the manpower function is apt to bulk largest in the eyes of the public and of governments, and to jostle uneasily with the personal development function in the thinking of students."

I suppose no one would query for a moment the appropriateness of the role of universities in training young people for careers in many areas of life. But academic freedom is not a necessary condition of being trained for a career. And as the manpower function becomes more important, the significance of academic freedom — and therefore the exercise of it — becomes less. In Greece and Spain and Portugal and South Africa, and many other places in the world, people are trained for careers, and enter them — while faculty members and students (our colleagues, surely) suffer in prisons because they exercised the freedom that we say is essential. The point is made in a different context — and more elegantly — by Irving Kristol in a recent article, in which he argues in effect that if we insist too much on what he calls "thinking economically," we shall fail to think philosophically, or speculatively, or indeed to any purpose not prescribed by the market-place.

It is very easy, especially under present conditions, to be trapped into "thinking economically" about education — that is, thinking in terms of manpower and the market place — to the virtual exclusion of other ways of thinking. At the recent O.C.U.F.A. conference I was pulled up rather shortly — and quite properly — for doing so or appearing to do so. My concern is that universities must find ways of resisting that kind of thinking — which lends itself so seductively to the approaches of technocrats — and of renewing their own faith and the public faith in those essential functions described in the 1967 **Statement:** "the pursuit and dissemination of knowledge and understanding, through research and teaching." We need to affirm that enlightenment is a greater thing than manpower training, and that speculation and enquiry are greater things than mission-oriented research. In Canada, there is no group that can conceivably undertake the sort of public affirmation and renewal that I refer to except the university teachers: this seems to me to constitute the fundamental challenge to us of the present moment. If we do not take it up, I honestly do not think that academic freedom will matter much, in the institutional sense in which I have here referred to it. In the lives of some passionate individuals, it will of course become even **more** important.

This Association was born of challenge. I recall an early CAUT meeting, when our membership was about 1200, and we had no money, and we wondered how we could go on. It is not easy for a national organization to operate on the basis of an annual membership fee of one dollar. I remember Professor Frank Scott saying then, "Of course we'll go on! We have nothing to lose but our brains!" More recently, in a quite different context, Professor George Whalley said — in words even more apt to this present moment — "We have nothing to lose but ourselves".

The J. H. Stewart Reid Memorial Fellowship for 1974-75

Value of Award: One fellowship in the amount of $3,000. *Where Tenable*: In the graduate program at any Canadian university. *Field of Study:* Unrestricted. *Duration:* The Award is for one year. A successful candidate may reapply in the competition in the following year. *Qualifications:* (a) Canadian citizenship or residence in Canada with landed immigrant status from 1 February 1973 or earlier; (b) Graduate student standing, or admission to a Canadian graduate program by time of award. *Closing Date for Applications:* 1 February 1974. For further information and application forms, write to: Awards Officer, Canadian Association of University Teachers, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

University Research and Undergraduate Education in Science: An Approach to Guidelines for Planning*

COOPER H. LANGFORD

". . . What students really need is a sense that an Adult takes them seriously . . ."
C. Jenks and D. Reisman
The Academic Revolution

Introduction

Recently, changing conditions on the post-secondary education scene have stimulated studies, in many provinces, of the overall structure of universities. One idea which seems now to be in the air is the concept that it will be useful to separate funding (and analysis) of teaching from funding (and understanding) of research. This idea tends to rest on very little detailed analysis. One important exception is the Bonneau-Corry report, "The Quest for the Optimum".[1] This report develops a separation of two categories of research called "reflective" and "frontier", which are asserted to, respectively, relate and not relate to teaching. Even here, the analysis is abondoned short of identifying what roles a university teacher should play or what students need. The remarks that follow are addressed to an attempt to understand what needs of students in science are at the undergraduate level, and how these needs relate to the broad commitments of universities to research. Regretably, but significantly, the remarks will not offer a simple scheme for separating the interests of undergraduates from other services rendered by universities as social institutions.

Our society has *(de facto)* selected a role for the universities. This role is certainly not simply that of providing professional training for a few highly formalized and specialized vocations. Rather, the role is schizophrenic. North American universities function simultaneously to furnish a primary phase of professional education and a tertiary phase of general education for their undergraduates.[2]

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* This paper originated as a background study for a seminar held at the Science Council in 1969 connected with a study on basic research directed by Dr. Peeter Kruus. The author is Professor of Chemistry at Carleton University, Chairman of the General Science Committee there, and Chairman of the Educational Policy Committee of the Ontario Confederation of University Faculty Associations.

Professor Langford is Professor of Chemistry at Carleton University, Chairman of the General Science Committee there, and was Chairman of the Educational Policy Committee of OCUFA.

Even if a resolution seemed desirable, the facts of the demand for degrees suggest that it would be very hard to resolve this schizophrenia. (Further, it is arguable, as we shall see, that the divergence of ultimate student roles can be entirely consistent with a healthy university atmosphere). In any event, the educational impact of current university activity must be gauged by its success in making a contribution to two things at once; first, transmission of specialized knowledge; second, that transmission in a style that provides a valid experience for the student who subsequently drifts away from the specialty. The rewards of undergraduate education must be substantially portable beyond the boundaries of one discipline. At risk of sloganeering, it is attractive to identify the goal as experiences which expand the range of a student's imagination. This goal is surely related to the proper attitudes fostered by good scientific research, and suggests the guiding principle for formulating a policy for relating undergraduate instruction to research.

What follows here is nothing more than an attempt to document this point by a more detailed examination of:

1) science undergraduates and their needs;
2) the characteristics of science faculties organized to meet those needs; and
3) some practical problems that inevitably arise in building workable institutions.

A caveat is necessary. The present scope is narrow and examines only the relationship between education and research at the undergraduate level. Other most important roles of university research are ignored. Similarly, non-research related factors which deserve consideration in the creation of a proper environment for undergraduates pass unanalyzed. The excuse is simply that attitudes advocated in this paper neither preclude free consideration of these other matters nor may be safely ignored.

One other point can be disposed of in this introduction. The idea that continuing research is the source of the professional competence to make a decent university teacher has been fully discussed many times.[3] The merits and limitations of this argument are widely understood. It seems more important here to deal with the subtler "education for the student" issue identified above.

Some Needs of Science Undergraduates

Description is the first task. To define the needs of science undergraduates we need to know what they do. Only a minority are the future research scientists of a field (or even the aspirants to that role). A microscopic example is a survey of recent Carleton University chemistry graduates at the Bachelor's level. It showed that a narrow majority no longer practice either chemical research or applied chemistry as their profession.[4] They are, among other things, teachers, salesmen, managers, scientists in other disciplines, and housewives. A more broadly based survey of science graduates at all degree levels by manpower authorities[5]* reveals that emigration from initial fields of scientific study is generally important in the first years after graduation, and increases markedly with years since university degree. Yet, it is still true that the final minority population of those who maintain specialization in their discipline of study is numerically significant. Therefore, needs of two populations must be specified. There are ultimately two populations who have passed through science undergraduate programs. In one case, we address the needs of the future specialists, in the other case, we address the needs of the one who shifts interests. Further, these needs must be specified within the confines of the restriction that neither the university nor the student knows for sure which population he will eventually join.

Let us consider the eventual disciplinary specialists first. One component of their training must be an introduction to the "normal science" (in Thomas Kuhn's sense[6]) of their field. They need to know about the tried and true tools and concepts that Kuhn describes, somewhat disparagingly, as paradigms. But, once it has been honestly admitted that the shortness of time makes "coverage of everything" impossible, there is probably not too much of a problem in this area. Reasonable exposure is almost guaranteed by involvement in approximately five

* For some broad gauge data, see Table 1.

Table 1

Estimates of scientists and engineers employed in Canada by occupation group and field of study for highest degree.

Occupation Group	Architecture	Engineering	Physical Science	Life Science	Social Science
Architecture	87.5%	0.1%	0.0%	0.3%	0.1%
Engineering	2.1	80.4	14.1	1.6	6.4
Physical Science	0.0	4.2	58.0	6.3	1.4
Life Science	0.1	2.1	2.0	65.7	0.8
Social Science	0.6	4.1	4.7	7.5	76.9
Others	4.4	3.8	15.8	11.7	7.9
Not stated	5.4	5.6	5.1	6.9	6.7

Source: 1967 Survey, Department of Manpower and Immigration.

This table indicates the migration among fields by science graduates. It should be noted that this table understates our point for two reasons. (1) It defines fields broadly enough to include several academic disciplines in each, and (2) it deals with those people who could be identified as scientists for a survey and deals with all degree levels.

courses per year over about four years. There is a far more urgent requirement. These future researchers should encounter early a stimulus to critical analysis and to the challenge of working out fresh ideas *for themselves*. They need to be introduced to those experiences which will lead them to believe Kuhn's remarks that scientific truth is not something to be discovered, but something to be invented. They need to see that they will eventually be asked to work in a different framework from the current paradigms. This need is not easily satisfied.

At the graduate level, general agreement has it that such scientific creativity is best fostered by taking the student seriously as a junior partner in doing science. A growing movement exemplified by the project-oriented laboratory courses in chemistry seeks to simulate the graduate experience for undergraduates. One distinguished American teacher insists that some features of the graduate approach must extend down to the first undergraduate year[7] while another has shown how to make the extension in practice.[8, 9] The clear trend is to relate undergraduate teaching more closely to the attitudes of the research laboratory.

Turning to the majority population, the eventual non-specialists, we might expect to find a different need dominating consideration since they are not preparing for a trip to the research frontier of a discipline. Should they also be exposed to the research apprenticeship in so far as that is possible? The answer is probably subtle.

The legitimate reason that a non-specialist student is asked by the university to "major" in some subject is in order to ensure that his undergraduate experience will not remain entirely superficial. In different words, a university course should go far enough to develop the student's *active* intellectual potential. Clearly, if nothing more is intended than the transmission of a set of established technical skills, non-university institutions are probably more efficient.

The "major" subject is the one which a student penetrates to such depth that he comes to appreciate (to some degree) its characteristic basic working strategies and creative approaches. He comes to appreciate these strategies by being guided (both in obvious and in nearly subliminal ways) by his teachers through problems whose solutions are important to the intellectual life of those teachers. This experience has values that are quite portable.

It has often been argued that learning a second language greatly facilitates the acquisition of a third or fourth. Analogously, assimilation of the working methods and creative strategies of one field should make a variety of others significantly more accessible. But, Kuhn's concept of normal science and limited paradigm problems is important here. It is not nearly as important for the non-specialist student to become the master of the paradigms that are current in his field of study as it is for him to cope with the more fundamental strategies adopted by people faced with applying intelligence to the solution of *any* meaningful problem. The *narrow* paradigms are weakly transferable. The fundamental strategies are strongly so. Thus, his experience should be firmly grounded in activities that parallel at a less sophisticated level the experience of creative scientific work.

The conclusion is the same as that reached in analyzing the needs of the future disciplinary specialist. At the undergraduate level, the two eventually divergent populations are best served to the degree that each makes direct contact with the genuine creative intellectual activity within a university. And this implies that the university must have an active intellectual life to display. Such fostering of creative research in the university will not, by itself, meet the needs of undergraduates, but no alternative way to provide the environment in which development of ways to meet many of the needs identified here has yet been suggested. *

Some Requirements for a University Teacher

As we have said, the requirement for the Ph.D. research experience is a necessary (though clearly not sufficient) condition for the production of a competent university science teacher. But, as with student needs, we must again digress into description of some aspects of the teacher's role in order to precisely formulate research-related requirements. For our purposes, the most important aspect is the teacher as model.[10] To a large degree, what a university lecturer does is not transmission of information directly. Textbooks, problem sets, and various more novel devices carry the burden of that direct transmission. What he does do (when he is successful) is provide an attractive model for his students of the attitudes that they should bring to bear on their material. He shows them how a mature mind organizes, processes, and evaluates information, and how information may be deployed for use. As one of the popular child rearing guides claims, it is much more the example than the precept that counts. In teaching, communication skills are important but only after the problem

* It is argued later that the term creative research deserves broad construction.

of what is to be communicated has been settled. What makes live teachers more popular than textbooks, teaching machines and (if student opinion is to be believed) even current efforts at televised instruction, is that they communicate life styles whether they mean to or not.

The teacher, then, to meet the student needs outlined above, must be an acceptable and active model of creative intellectual activity. If he is that, and he is a scientist, it will be difficult to prevent him from indulging his intellectual predilections in the form of active research. In fact, it is desirable to encourage him to do so. Like economies, few men stand still. If they are not growing, they stagnate. Without a continuing stimulus from research, a model of flexible response to varying challenges may instead become a model of rigid adherence to formalized rules. Such models are also by example sometimes effectively transmitted to students; this is damaging.

The contribution of a research commitment to a university teacher's function has often been described in terms of the notion of "obsolescence". Such talk is easily misunderstood. It is clearly not as important to prevent obsolescence in detailed knowledge of the latest aspects of a particular field, (that is, the current paradigms), as it is to prevent obsolescence of attitude.* Refresher courses can be prescribed to cure obsolescence of detailed knowledge. But attitude enriching activities can only be ones in which the professor finds himself creatively working with a continuing requirement for both imagination and a critical posture.

There is another way, too, in which research activity is important to the maintenance of an effective university science faculty. It is the motivation factor (which has often been taken for granted). How are active interests in sophisticated levels of specialized fields to be maintained? An obvious suggestion is to encourage continuing active participation in the fields. The rewards associated with the sense of, and the recognition of, accomplishment are the strongest reinforcement of the early interest that led the man to the field in the first place. It is especially noteworthy that the highest of these rewards are reserved for work reflecting the intellectual (creative, imaginative, critical) attitudes most deserving of encouragement in a teaching institution.

Balance of Commitments in the University Science Faculty

If we accept the arguments of the last two sections that research activity in the university is intimately related to the central goals of undergraduate science instruction, we shall have to face some practical problems. Good teaching takes time and involvement. So does good research. A balance has to be struck. Also, research is a broad term. The types to be encouraged and the techniques for encouragement need some consideration. This section takes up the problem of balance of commitments.

Imbalance of time allocation in the direction of either teaching or research activities can have a detrimental long run effect on the teaching posture of a science faculty. Thus, articulation of some general guidelines is necessary even if it is difficult. Some representative numbers (by no means generally definitive) may help.

A typical publicly financed North American university probably realistically aspires to achieve a student to full-time faculty ratio of about 15:1. In most institutions, a student is registered for five courses at a time. This means that the average course involvement is 75 student courses per full-time faculty member. A recent survey in one Canadian university suggested that the work week of members of the science faculty ranged from about 46 to 60 hours (throughout the year). These numbers can be used to construct two limiting models of faculty activity.

In one extreme, suppose that a pure tutorial system were advocated. Then full time devoted to teaching would allow a faculty member much less than one hour per week for each student. (Unless the student saw only one professor, which seems unacceptably limiting). If the professor were allowed reasonable preparation time, each tutee would have very limited access indeed. It follows that complete abandonment of research commitments during the academic year (summer apart) would not make the tutorial model possible. Only a major increase in the level of university support could do that. Group and collective teaching methods are clearly here to stay.

Suppose, at the other extreme, that all professorial teaching were limited rigidly to the lecture mode. A lecture class of 75 is not usually considered excessively large. In this model, our "average" professor could lecture to one class. Allowing reasonable time for lecture preparation, paper reading, very limited selective consultation with students, and laboratory organization, he might have ⅔-time weeks during most of the term available for the research activity *which forms another part of his preparation to meet his class* in the context discussed here. (Note, of course, that smaller advanced *undergraduate* classes cannot be met on this model).

It is interesting to note from these extremes that severe restriction of research activity c*ould not* effect a profound transformation in increasing the individuality of faculty-student relationships in the modern university. Only a very much larger share in the public purse could do that!

Now, dropping extremes, it can be recognized that good collective modes of teaching can encompass much more than simple large group lecturing. Small lectures, discussion groups, group tutorial schemes, learning aid development and effective professorial leadership of support teaching staff (graduate students, post-doctoral fellows and advanced undergraduates) make fully justifiable demands on professorial time and attention. The concept of balanced commitment must lie nearer an even division of time with some allowance for the demands of housekeeping and administration in the university. The average professor may find himself hard pressed to preserve 40% of his time available for research *and* graduate

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* Thus, type of research activity may not be of prime importtance. See the final section.

instruction together, with the (important) addition of one term (usually summer) for near full time engagement. Given the 15:1 ratio, this division should make time available for the development of imaginative approaches to teaching undergraduates with the help of suitable support staff, but does leave one problem with respect to effective research. Most research problems demand periods of concentrated attention which part-time availability of the professor would preclude.

However, the role of most professors is not that of providing a continuing "bench" commitment to execution of the research program. The research group, including post-doctoral fellows, graduate students and advanced undergraduates provides the continuity of effort. Such a group is indirectly of great importance to undergraduate education in that it ensures maximal utilization of the scarce resource of professorial research time. Where graduate schools are not fully developed, it seems a matter of some urgency to create a substitute.* Perhaps, the support of relatively senior research associates deserves more encouragement from agencies financing research than has been common, and *for essentially educational reasons.* Although misguided emphasis has sometimes put the research group between the professor and his undergraduate students, it seems clear instead that possibilities exist for making the properly constructed research group a key to optimizing professorial effectiveness in both teaching and research.

Two points should be appended here. The research group is also a source of important part-time teaching personnel. With effective guidance, they can function to break down the irritating impersonality of, especially, the large introductory courses. Additionally, graduate students and part-time teachers are usually younger than professors. This age factor alone often opens channels of communication with undergraduates that are superior to those available to professors. These should be fully utilized for teaching and as two-way channels to get frank student feedback to the professor. Moreover, graduate student support schemes should not be organized to exempt the most able from involvement in teaching. Second, promising undergraduates can be brought into the research group and thus further enrich undergraduate education. It has long been the practice to do this in the form of summer jobs in many institutions; the value of this practice at very early stages of a student's career has been demonstrated. In the United States, the National Science Foundation formally recognizes this through a program of support explicitly for the undergraduate summer research participation. There is no Canadian parallel.

A final word is appropriate in a discussion dealing with allocation of faculty time. I believe that a science professor who feels complacent about his involvement in either teaching or research is not achieving balance. Tension is inevitable and creative.

Types of Research

The term "research" has been used loosely in the preceding sections. This is partly a result of the attempt to deal with all sciences at once. But, there are distinctions of type that may be general and have bearing on the relationship of research to undergraduate teaching. For example, "pure" (as opposed to "applied") research has often been considered the proper area for attention in universities. Unfortunately, this is a hazy dichotomy. It may prove more effective to consider the simpler distinction between "planned" and "laissez faire" research management policies. This latter distinction is important at all levels of research management: the science department, the university and the governmental agency.

As a first attempt to relate these concepts to the role of research in teaching, something approximate can be said about the "pure applied" dichotomy. The more clearly that the application of a piece of work can

Cont'd on p. 17

* The urgency is especially great if there is no pressure from labour market to expand graduate programs to proportionate to undergraduate.

URBAN/REGIONAL PLANNING
UNIVERSITY OF WATERLOO
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(i) urban/regional land development economics. Candidates should have a strong background in those facets of economic theory/analysis and/or real-estate/land use most relevant to the planning function. Candidates should be able to present the interdependent and interrelated workings of the economic system as it manifests in real estate, appraisal, property tax and assessment, building economics, financing, banking and mortgage etc., all related to urban and regional development.

(ii) urban/regional systems. Candidates should have a thematic 'home' in transportation and communications and, in contrast to programs which have characteristically given a somewhat narrowly defined focus to the above areas, this position will embody those aspects of systems which relate to broader perspectives of comprehensive planning, and which promote interdisciplinary relations with appropriate specialization in the School.

(iii) social policy. Candidates should have training in an appropriate field such as Health, Education, Welfare or in one of the social sciences with experience in social policy formulation. A background in social policy evaluation and in the application of social policy concerns to Urban and Regional Planning is highly desirable.

Applicants should have appropriate graduate degrees with extensive experience in applied practice and academic fields. Canadian experience highly desirable. Salary and rank commensurate with qualifications. Effective date of appointment July 1, 1974. Curriculum vitae and the names of three referees to be submitted as soon as possible to:

Prof. W. Shalinsky
Faculty Search Committee
School of Urban & Regional Planning
University of Waterloo
Waterloo, Ontario
N2L 3G1
Telephone: 519-885-1211 Ext. 3618

C.A.U.T.
A.C.P.U.
newsletter

Committee of Enquiry Settles Dispute at McGill

A dispute concerning the non-renewal of an appointment in the Department of Political Science at McGill University was recently settled by a Committee of Enquiry jointly appointed by CAUT and the Dean of Arts at McGill. The faculty member concerned, Professor Pauline Vaillancourt, had disputed the validity of her Department's decision not to recommend her reappointment. The case, widely reported in the French and English press in Montreal last winter, was referred to a committee made up of Professor D. L. Johnston (Chairman), Law, University of Toronto; Professor Louis Balthazar, Political Science, Laval University; and Professor C. B. Macpherson, Political Science, University of Toronto. The Committee submitted a report to the Dean of Arts at the end of August 1973 recommending unanimously that Professor Vaillancourt be given a further 3-year probationary appointment. The recommendation, accepted and sent forward by the Dean, was approved by the McGill Board of Governors at its next meeting.

The resolution of this case is a matter of satisfaction to CAUT for several reasons. The CAUT Policy Statement on Academic Appointments and Tenure makes provision for committees of enquiry agreed to jointly by the AF & T Committee and by the university concerned. On several previous occasions AF & T has proposed to universities that such a committee would be a fair and reasonable way to resolve a dispute, but until last spring no university had had the audacity to agree. CAUT hopes that the example of McGill, in a case which appeared to have some of the ingredients of a **cause celèbre,** will persuade other universities to adopt this method of settling disputes over academic appointments.

Photo: S. Blum

Prof. Pauline Vaillancourt

The resolution of the Vaillancourt case is of further importance to CAUT since the Committee of Enquiry decided to examine the issues in terms of the concluding statement of Section A.2(b) of the CAUT Policy Statement: "Normally an appeal from a recommendation of non-renewal should be based either on a failure to follow proper procedures or on evidence of bias or inconsistency in the grounds for the recommendation." Consequently, the report of the Committee provides CAUT with a detailed and concrete discussion of problems that arise in considering renewal of a probationary appointment.

The Chairman of the Department of Political Science at McGill informed Professor Vaillancourt in September 1972 that the Department's Committee on Promotion, Re-hiring, and Tenure had recommended that her appointment not be renewed after its expiry on 31 August 1973, and that this recommendation had been communicated to the Dean of the Faculty. Professor Vaillancourt requested and received reasons for the decision, and requested and was given an opportunity to appear before the Departmental Committee to present additional evidence. The Chairman of the Department informed her, after she had met with the Committee, that the Committee's decision had remained unchanged. She therefore received official notification early in December from the Secretary of the Board of Governors at McGill that her appointment would not be renewed. She appeared before the Dean of Arts Advisory Committee in February 1973 to argue that the Department's decision should be reversed; representatives of the Department also appeared before the Advisory Committee at that time. The Dean on the advice of his Committee informed the Chairman of the Department that there might need to be some further consideration of the matter and proposed that it be put for adjudication to an impartial body outside the Faculty of Arts. The proposal was initially resisted by Professor Vaillancourt because she had already initiated legal proceedings against the University under the Quebec Labour Code, and the Chairman of the Department, too, expressed reservations concerning the proposal. However, about a month later Professor Vaillancourt appealed the non-renewal of her appointment to CAUT, giving an assurance that she had suspended indefinitely the legal action she had earlier initiated. On receiving her appeal, CAUT proposed to the Dean of Arts that a Committee of Enquiry be named jointly by CAUT and the Dean, with agreement on terms of reference, on basic procedures, and on the composition of the Committee. Agreement was reached by the beginning of May on terms of reference and procedures, and on the members of the Committee by the end of May.

Cont'd on p. 2

Political Interference Charged at UQAM

by Israel Cinman

Charges of political interference in university affairs were levelled against the Québec government as a result of its handling of the Sciences Juridiques program at the Université du Québec à Montréal.

A special committee, set up by the Federation des Associations des Professeurs d'Université du Québec (FAPUQ) which represents 70 percent of all English and French university professors, to inquire into the events leading to the cancellation of the course has concluded its investigation by charging the University with capitulating to government pressures and suggested that the university should shoulder all blame for the cancellation of the program. The FAPUQ report charged that "this sort of unwarranted political meddling was unequaled even in the darkest years of Duplessism."

The three-year Sciences Juridiques course was approved last March by the Québec Council of Universities and the Conference of Principals and Rectors. It was attacked by the Minister of Education, Dr. François Cloutier, after pressures were exerted on the government to cancel or delay the implementation of the course. The program, according to a course description prepared by the organizers and sent out to applicants, was to have critically analyzed the profession and examined alternatives to the traditional training of lawyers. It was to have emphasized legal training which would serve the disadvantaged and the working class. Dr. Cloutier expressed shock at the "revolutionary rhetoric" and the "Marxist orientation" he found in the course description and implied that government financial subsidies to the university would be jeopardized if the program's aims were not revised. The University, heavily dependent on government financing, cancelled all student admissions to the course, postponed its inauguration for one year and took the responsibility for the coordination of the 1974-75 version away from the course's founders.

The program's organizers, headed by Professor Robert Bureau, have offered to discuss all matters concerning the reopening of the course in 1974 with the University. However, this offer was rejected and the university appointed a five-member committee charged with complete responsibility of redesigning the course's curriculum.

The members of the university-appointed committee are Jean Moisan, former president of the Québec Bar Association; Fernand Morin, who is on the staff of the Québec Ministry of Labour; Robert Sauvé, a judge; Michel Robert, former president of the Bar's professional school; Réne Hurtubise, former Vice-Rector of UQAM and director of the Council of Rectors; and Claude Cabo, Associate Dean of Humanities at UAQM. The Committee, according to Professor Bureau, clearly shows that there is direct government interference in the affairs of the University. "The University, given the choice of representatives on the committee, has contravened all fundamental rules of running a university in Québec and in Canada," he added.

The FAPUQ Committee of Inquiry met the professors involved in the original organization of the course and has also listened to the view of the University committee. FAPUQ's final report, based on these meetings revealed political interference by the Québec government in the affairs of UQAM.

The Report called for the reopening of the course under the leadership of its founders, members of the Comité des Sciences Juridiques. It stressed that this is the first time that responsibility for the creation of an academic program was taken out of the hands of academics and handed over to a body which has blatant links with the government and is, for most part, alien to the university. This, the report said, is a clear violation of all concepts of academic freedom and it called for the creation of a task force to examine UQAM's administrative

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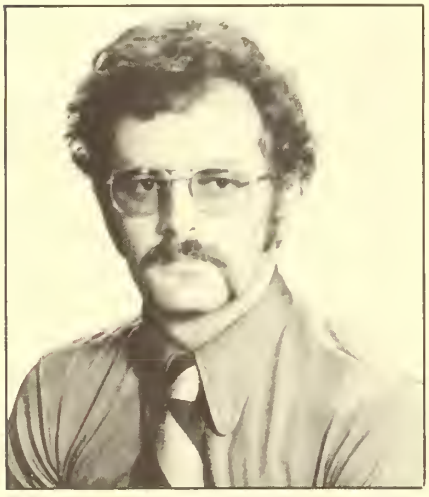
SECRÉTAIRE-GÉNÉRAL (FAPUQ)



Le Président de la FAPUQ, monsieur R.-Michel Roberge, annonce la nomination de monsieur Pierre Leahey au poste de Secrétaire général de la Fédération des Associations de Professeurs d'Université du Québec, a partir le 1er novembre.

M. Leahey, en plus d'avoir travaillé dans la fonction publique fédérale, a acquis une précieuse expérience du monde universitaire comme chargé de cours à l'Université de Sherbrooke, adjoint aux Affaires académiques à la CREPUQ et secrétaire général adjoint à l'ACPU.

VAILLANCOURT

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Hearings before the Committee took place on five separate days in June, with Professor Vaillancourt and representatives of the Department present during all the hearings. The Dean of Arts also attended the hearings as an observer. The first of the meetings was taken up with questions of procedure, and the remaining hearings with the presentation of evidence and argument by Professor Vaillancourt and by the Department. After the hearings, the Committee of Enquiry met twice in executive session in July and its report was submitted to the Dean of Arts on 20 August, with copies to Professor Vaillancourt, to the Chairman of the Department, and to CAUT.

The conclusion of the report was as follows: "We conclude that an accumulation of irregularities and improprieties in procedure, and an inadvertent inconsistent creation and application of standards produced a decision sufficiently lacking in due process that it should not be allowed to stand." Among other things, the Committee judged that the Department had not provided itself with a full and fair opportunity to assess Professor Vaillancourt's scholarship, that it had used irregular and inconsistent procedures for testing Professor Vaillancourt's teaching, and that it had not made a sufficiently comprehensive evaluation of her teaching. The Committee also found that the Department had not announced prior to its evaluation of Professor Vaillancourt that her specialty was considered a priority area for the Department, and had not previously announced that the Department was setting an unusually high standard for that particular area.

Professor Vaillancourt is on leave of absence from McGill during the present session and is teaching in the **Module des Sciences Politiques** at the Université du Québec à Montréal. She will return to her teaching duties in the Department of Political Science at McGill in the 1974/75 session.

OCUFA calls for Ontario Council for University Affairs

by Victor W. Sim

At its fall meeting held on October 25 and 26 at the University of Toronto members of the Governing Council of OCUFA overwhelmingly supported the recommendations 91 and 96 of The Learning Society (The Report of the Commission on Post-Secondary Education) and called on the Ontario Government to establish both the Council for University Affairs with full executive authority and the Committee on Post-Secondary Education. The position of the Government of Ontario and the Minister of Colleges and Universities on these recommendations continues to be unclear. Council urged continued consultation between university faculty and administrations on the appropriate evolution of relations between universities and government. The Council opposed any efforts by government to reintroduce a scheme under which the universities would be obliged to deal directly and individually with a government department for financial support.

The Council continues to be concerned about the way in which discipline assessments carried out by the Advisory Committee on Academic Planning of the Ontario Council on Graduate Studies may be used to control the development of graduate programmes in the province. There was agreement that academic planning should remain the responsibility of the universities. It was recognized that there had already been considerable benefit from discipline assessment and graduate programme appraisal in the province and that the reports of outside consultants provided an excellent basis for ongoing planning by the discipline groups. Council, however, endorsed the view that academic planning based upon estimates of manpower needs in graduate disciplines has been unsatisfactory and that the use of student quotas to control development in particular programmes is unacceptable. It was felt that more effective guidance would result from the use of well-defined standards of admission and careful review of the academic quality of students admitted to programmes. Some discipline groups have already exerted a considerable influence on the quality of graduate programmes by self-imposed monitoring procedures.

The Salary Committee in its report to Council emphasized its view that the present Ontario university operating grants formula, developed in a period of rapid university growth, is inadequate in the present more static situation. It was suggested that it would be advantageous in salary negotiation to separate the approximately 40% of a university's budget devoted to faculty salaries from the remainder devoted to non-academic salaries, utilities, supplies, equipment and furnishings. Council then instructed the Salary Committee to examine carefully a two stage procedure for determining the total provincial sum available for university academic salaries. This model, similar to one used successfully in the United Kingdom, includes an initial stage of discussion and agreement on collective academic salary needs between faculty associations and the universities. A second stage provides for a single submission on academic salary to a buffer agency between the universities and government. An advantage of the procedure is that the universities retain responsibility for the allocation of shares of the resulting block grants to individual universities. A unified approach to academic salary negotiation would help to void a repetition of the situation this year in which salary settlements at many Ontario universities were below the increase in the cost of living. Council approved the proposal in principle.

Council returned to a consideration of other recommendations in The Learning Soceity and endorsed the view that the variety and availability of programmes in post-secondary educational institutions in Ontario do not suggest a need for new educational structures as suggested by Recommendations 23, 27 and 28 of "The Learning Society". The post-secondary institutions in the province are sufficiently flexible, in the view of Council to develop programme innovations of value to part-time students. It was the view of Council, however, that employers must be encouraged to facilitate participation of their employees in post-secondary education. Though flexible approaches to admission to university programmes is desirable it is essential to the maintenance of academic quality that jurisdiction over admissions remain with each university.

In other developments Council heard a report from the OCUFA/COU Joint Technical Committee on Early Retirement. Basic studies of the cost of providing voluntary early retirement options to faculty members have been completed. A model plan will be prepared and circulated to faculty associations and universities for comment.

UQAM

from p. 2

structures which, according to the report, are too closely associated with the Government. The Committee bolstered its accusations by reporting that its investigation has uncovered instances where a number of influential and highly placed members of the Québec Bar have exerted pressure on the minister to have the course cancelled, or at least have its aims redirected.

The problems encountered by the Comité in establishing the course have been documented in a book entitled "L'Université, la Politique et le Droit: l'affaire des Sciences Juridiques", published by Les Editions Québécoises.

In a recent development, the University's Rector, Leo Dorais, was held in his office for over one hour after 70 students who have registered in the 1973-1974 course occupied his office to protest the cancellation of the course. The students tried to have the Rector guarantee that the program will continue unaltered in 1974-75; that the students originally enrolled in the cancelled program will be guaranteed admission next year; and that the university rehire all five "founding professors" of the cancelled course.

CAUT asks for government aid for Chilean refugees

by Israel Cinman

The Canadian Association of University Teachers has denounced the Chilean junta's violent attack on that country's universities, academics and students and has deplored the threat to freedom, particularly academic freedom which exists in Chile.

The Board of Directors of the CAUT met in Ottawa on October 5 and 6 and passed a resolution urging that the Department of External Affairs and the Department of Manpower and Immigration provide similar assistance to Chilean refugees as was extended to the refugees from Hungary, Czechoslovakia and Uganda.

The Board resolution received support from local associations throughout Canada who have communicated their views to the Minister of External Affairs as well as the Minister of Manpower and Immigration.

The CAUT has also secured an interview with the minister for external affairs, the Honorable Mitchell Sharp, and has sent a delegation composed of Professor Evelyn Moore, President of the CAUT; Dr. Donald Savage, Executive Secretary of the CAUT; and Professor Michiel Horn, member of the CAUT Board, to see the Minister on October 22.

The delegation presented the minister with the CAUT's position on the question of Chilean refugees, and suggested various avenues which the government could follow in helping the refugees in their plight. The delegates proposed a plan which would create a grant-loan scheme for the use by Chilean students registered in Canadian universities or community colleges. The delegation pointed out to the minister that a precedent for such an undertaking was established in 1968 and that it was essential that such a scheme reflect the present-day costs.

It was also suggested that language-training courses be made available to Chilean refugees and it was further proposed that the government make arrangements with Canada Council for a limited number of visiting or post-doctoral fellowships for Chilean professors. The delegates cited a similar scheme introduced in 1956 to aid Hungarian refugees as a precedent for the current situation.

The CAUT also learned that the government of Sweden announced that it would admit 200 refugees to Sweden and that it is prepared to take in more if necessary.

In Britain, several universities have already appointed Chileans to lectureships, and at a meeting called to discuss what action British academics might take to help their Chilean colleagues it was decided that "Academics for Chile" (the group's name) should assist Chilean students and teachers stranded in Britain as a result of the coup, and should disseminate information about academics and academic institutions who are being victimized by the military regime.

The CAUT has also met with representatives of various Canadian groups concerned with helping Chilean refugees and has assisted in formulating the following series of resolutions:

THAT each organization represented at this meeting inform its membership that the AUCC will act as a clearing house for information concerning all students and professors who are victims of the Chilean coup who wish to come to Canada, and on all posts available in Canadian universities for refugees from the coup. All information should be addresed to Dr. J. Waines at the AUCC.

THAT the AUCC be asked to contact the Comité de Solidarité Québec-Chili, the Latin American Working Group, and other Canada-Chile Solidarity groups to gather relevant information concerning refugees from the Chilean coup.

THAT the WUSC Secretariat contact appropriate Canada-Chile Solidarity groups to obtain background information for an appropriate and strong letter to the Canadian government asking for:

a) a change in Canadian government policy towards refugees from the Chilean coup.

b) the use of the Hungarian and Czechoslovakian models for such action.

THAT WUSC draft this letter and send copies to the President of AUCC, CAUT, SSRC, HRCC, CALAS, NUS, asking them to submit this letter to their members urging them as groups and individuals to send the letter to the Canadian government. Copies should be sent to the Prime Minister and to the Minister of External Affairs.

THAT a team representing the Canadian university community be sent to investigate the situation of refugees from the Chilean coup in Panama, Mexico, the Honduras and Chile, and

THAT a meeting of the Executive officers of the following organizations be convened as soon as possible to organize the team. AUCC, CAUT, SSRC, HRCC, CALAS, NUS, WUSC.

The CAUT delegation: Prof. Michiel Horn, Prof. Donald Savage and Prof. Evelyn Moore with The Hon. Mitchell Sharp.

Vacancies

Postes vacants

AVAILABILITIES

French. Warsaw University professor, author of a few books on Philosophy and French literature wishes to teach as a Visiting Professor. Box 87.

French Literature. French university professor, author of several publications on XVIII century French literature, wishes to teach for a maximum of one term as visiting professor. Box 86.

Theatre. Tenured, associate professor seeks position as teacher and/or director of theatre in an Ontario college or university. Experience: ten years of teaching drama; 15 years of directing for every kind of stage; founder and director of the Springfield Free Theatre; published; Woodrow Wilson Fellow. Resumé and references furnished upon request. Available in May of 1974. Box 85.

Historian. Modern European History, special field Modern Germany. B.A. (Hons.), Alberta, M.A., California at Berkeley, all but dissertation for Ph.D. Nine years' teaching experience, seven at a major Canadian university. Prefer Western Canada. Box 84.

Historical Theology or Intellectual History. Yale Ph.D. seeks permanent teaching position. Immigrant from Eastern Europe. Major field: historical theology or intellectual history; minor field: Islamic studies. Rank, salary, area open to negotiation. Box 83.

ADMINISTRATION

UNIVERSITY OF GUELPH. **Director of the Centre for Educational Disabilities.** Applications are invited for the Directorship of the Centre for Educational Disabilities in the University. The Centre is a research unit intended to stimulate and coordinate research in the causes and treatment of early educational failure which may be related to mental, behavioural, physical, or social handicaps, and to provide opportunities for graduate students, visiting teachers and others to receive training in these areas. It operates under the Senate of the University, in cooperation with academic departments. *Duties of Director:* to coordinate and administer the activities of the Centre, to provide leadership in developing them, and to seek research grant support. He will hold an appointment in an academic department of the University. *Qualifications:* Ph.D. degree or equivalent, with appropriate experience. *Effective Date:* 1 July 1974, or as soon as possible. *Term:* Five years, with possible extension upon review. *Salary:* Negotiable. Applications, including statements of background and experience, with the names of three persons willing to provide letters of reference, should be addressed to the Vice-President Academic, University of Guelph, Guelph, Ontario. Closing date for applications is 31 December 1973.

UNIVERSITY OF GUELPH. **Director of the Centre for International Programs.** Applications are invited for the Directorship of the Centre for International Programs in the University of Guelph. The Centre operates as a unit under the academic Senate of the University, in cooperation with academic departments. It works to promote the international education and research activities of the University in relation to governmental and other agencies, and to strengthen the international component of intramural academic programs. *Duties of Director:* to coordinate and administer the activities of the Centre both within the University and outside Canada, to provide leadership in developing them, to seek financial support for new projects, and to negotiate contractual arrangements. *Qualifications:* Ph.D. degree or equivalent, with experience in dealing with international educational matters. *Effective Date:* 1 September 1974; sooner, if possible. *Term:* Five years, with possible extension upon review. *Salary:* Negotiable. Enquiries and applications should be addressed to the Vice-President Academic, University of Guelph, Guelph, Ontario. Closing date for applications is 15 January 1974.

UNIVERSITY OF GUELPH. **Director of the Centre for Resources Development.** Applications are invited for the Directorship of the Centre for Resources Development in the University of Guelph. The Centre is an interdisciplinary unit that promotes graduate study and research in resources development, especially but not exclusively in relation to land use and environmental planning. It operates as a unit under the Senate of the University, in cooperation with academic departments. *Duties of Director:* to coordinate and administer the programs of the Centre, exercise general oversight of graduate students enrolled in the Centre, and provide leadership in developing the Centre's activities. The Director will hold an appointment in an academic department of the University. *Qualifications:* Ph.D. degree or equivalent, with appropriate experience. *Effective Date:* 1 July 1974; sooner if possible. *Term:* Five years, with possible extension upon review. *Salary:* Negotiable. Enquiries and applications should be addressed to Dr. J. Percy Smith, Vice-President Academic, University of Guelph, Guelph, Ontario. Closing date for applications is 15 December 1973.

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS. **Associate Dean of Arts and Science (Fine Arts).** The Dean of Arts and Science of the University of Saskatchewan, Regina Campus, wishes to hear from suitably qualified persons who may be interested in the above position which falls vacant on July 1, 1974. Deadline for receipt of applications is March 1, 1974. This officer acts under the general direction of the Dean as Head of the Division of Fine Arts of the Faculty of Arts and Science. The Division comprises the Department of Drama, Music and Visual Arts. Duties will include recruitment, budgeting and academic programming. Some teaching will be required in one of the disciplines of the Division. The person sought must be convinced of the importance of the fine arts and have an imaginative and constructive academic outlook as well as being a capable administrator in order to give leadership in all the activities of the Division. Scholarly or creative record essential. Ph.D. desirable. Salary and rank are negotiable. Present scale for Professors is $20,500 minimum and for Associate Professors $15,750-$20,300. Applications and enquiries to be addressed to the Campus Secretary, University of Saskatchewan, Regina Campus, Regina, Saskatchewan S4S 0A2. *Curriculum vitae* and three references required.

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS. **Associate Dean of Arts and Science (Natural Sciences and Mathematics).** The Dean of Arts and Science of the University of Saskatchewan, Regina Campus, wishes to hear from suitably qualified persons who may be interested in the above position which falls vacant on January 1, 1974. This officer acts under the general direction of the Dean as Head of the

Division of Natural Sciences and Mathematics of the Faculty of Arts and Science. The Division comprises the Departments of Biology, Chemistry, Computer Science, Geological Sciences, Mathematics, Physics and Astronomy. Duties will include recruitment, budgeting and academic programming. Some teaching will be required in one of the disciplines of the Division. The person sought must be convinced of the importance of the natural sciences and mathematics and have an imaginative and constructive academic outlook as well as being a capable administrator in order to give leadership in all the activities of the Division. Ph.D. and scholarly record essential. Salary and rank are negotiable. Present scale for Professors is $20,500 minimum and for Associate Professors $15,750-$20,300. Applications and enquiries to be addressed to the Campus Secretary, University of Saskatchewan, Regina Campus, Regina, Saskatchewan S4S 0A2. *Curriculum vitae* and three references required.

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS. **Associate Dean of Arts and Science (Social Sciences).** The Dean of Arts and Science of the University wishes to hear from suitably qualified persons who may be interested in the above position which falls vacant on July 1, 1974. Deadline for receipt of applications is March 1, 1974. This officer acts under the general direction of the Dean as Head of the Division of Social Sciences of the Faculty of Arts and Science. The Division comprises the Departments of Anthropology, Economics, Geography, History, Political Science, Psychology, Social Studies and Sociology. Duties will include recruitment, budgeting and academic programming. Some teaching will be required in one of the disciplines of the Division. The person sought must be conviced of the importance of the social sciences and have an imaginative and constructive academic outlook as well as being a capable administrator in order to give leadership in all the activities of the Division. Scholarly record essential. Ph.D. desirable. Salary and rank are negotiable. Present scale for Professors is $20,500 minimum and for Associate Professors $15,750-$20,300. Applications and enquiries to be addressed to the Campus Secretary, University of Saskatchewan, Regina Campus, Regina, Saskatchewan S4S 0A2. *Curriculum vitae* and three references required.

TRINITY COLLEGE, UNIVERSITY OF TORONTO. **Registrar.** *Qualifications:* B.A. degree minimum. *Duties:* Responsible for students' registration and academic programmes, statistical records. Other duties include secretaryship of College Council, membership on committees of scholarships and awards, etc. *Salary:* Negotiable according to age and experience. *Closing Date:* January 15, 1974. Apply to Dean of Arts, Trinity College, Toronto 5, Ontario.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, OTTAWA VALLEY CENTRE. **Head.** Broad experience in Canadian and Ontario classroom learning, and extensive administrative experience. The successful candidate will have a sound academic record, preferably a doctorate, and will be eligible for academic rank within a department of the Institute. Preference will be given to applicants who can communicate in both official languages and who have some knowledge of the work and the goals of the Institute. Applicant should have proven ability to read and interpret research and design and conduct research and development studies, and have accomplishments in innovative development work. Apply to Dr. K. F. Prueter, Coordinator of Field Development, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

UNIVERSITY OF SASKATCHEWAN, WESTERN COLLEGE OF VETERINARY MEDICINE. **Head, Department of Veterinary Microbiology.** Applications are invited for the position of Head of the Department of Microbiology, effective July 1, 1974. The successful candidate will have teaching and research experience, have achieved international recognition in a specific area of microbiology and be able to give leadership to a dynamic department. D.V.M., Ph.D. and administrative experience are expected. Please send résumé and names of three referees to Dr. D. L. T. Smith, Dean, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

UNIVERSITY OF TORONTO, **Director, Institute of Environmental Science and Engineering.** Ph.D. and substantial academic and administrative experience in environmental studies desirable. Senior academic, administrative position with responsibility for the direction and coordination of inter-disciplinary programs of study and research. The successful applicant will hold academic rank in a department and may engage in teaching activities. Letters, including curriculum vitae, should be sent to Dean A. E. Safarian, School of Graduate Studies, 65 St. George Street, University of Toronto, Toronto, Ontario, M5S 1A1. July 1, 1974. January 3, 1974.

THE UNIVERSITY OF CALGARY

FACULTY OF ARTS AND SCIENCE
RELIGIOUS STUDIES PROGRAMME

The Religious Studies Programme requires an Associate Professor of Religious Studies with specialization in the Jewish and Christian Traditions. Applicants are expected to be qualified at the doctoral level, preferably in religious studies rather than theology, and to have had several years of successful teaching experience in religious studies in a recognized university.

This vacancy is for a scholar whose responsibility will involve the teaching of established undergraduate courses and assisting in the further development of the Religious Studies Programme. Ability to function on an interdisciplinary level with other areas of specialization (e.g. literature, psychology, medicine, etc.) would be a definite asset.

The appointment will be for a three year term commencing July 1, 1974. Applications with curriculum vitae should be submitted to:

DR. R. G. WEYANT,
DEAN, FACULTY OF ARTS AND SCIENCE,
THE UNIVERSITY OF CALGARY,
CALGARY, ALBERTA, CANADA.
T2N 1N4

THE UNIVERSITY OF CALGARY

AGRICULTURAL ECONOMICS

UNIVERSITY OF SASKATCHEWAN. **Department of Agricultural Economics and the Extension Division.** Applications are invited for a position as Assistant Professor ($12,000-$15,600), Associate Professor ($15,750-$20,300), or full Professor ($20,500 and up). The preferred candidate will have a Ph.D. or near Ph.D., in agricultural economics with special interest and skill in farm management and extension. Major duty will be to assist in the development and coordination of the extension program in agricultural economics, by utilizing the resources of the Extension Division and the Department of Agricultural Economics in a liaison. Duties will include some teaching, research, and extension in farm business management. Salary will depend on training and experience, and the appointment is effective July 1, 1974, or as soon as possible. Apply with detailed *curriculum vitae,* transcripts, and names of three referees to Dr. J. P. Thair, Head, Department of Agricultural Economics, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

ANATOMY

UNIVERSITY OF SASKATCHEWAN. **Department of Anatomy, Neuroanatomist-Neurobiologist.** Applications are invited for a faculty position in the Department of Anatomy. The successful applicant will be required to teach neuroanatomy to medical and dental students and conduct research in the area of neurobiology. Good tissue suture, electron microscopy and cytochemistry facilities. Salary according to qualifications and experience. Further information can be obtained from Professor S. Fedoroff, Head, Department of Anatomy, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

ANIMAL SCIENCE

UNIVERSITY OF GUELPH. **Department of Animal and Poultry Science.** Applications are invited for the position of Professor or Associate Professor. Ph.D., and qualified Biometrician with a background in Agricultural Science who is presently engaged in working with agricultural scientists. Responsible for consulting with faculty and graduate students on expermental design, analysis of data and interpretation of data. Also there will be opportunities to develop methods of analysis and statistical methods. The consultations will take place both off and on the campus. The successful candidate would also be expected to teach one course offered by the Department of Mathematics and Statistics. Time will be made available for research. Salary commensurate with qualifications and experience. Direct replies to W. D. Morrison, Chairman, Department of Animal and Poultry Science, Ontario Agricultural College, University of Guelph, Guelph, Ontario N1G 2W1. Duties to commence on July 1, 1974. Closing date for applications, January 30, 1974.

ANTHROPOLOGY

SAINT MARY'S UNIVERSITY. **Department of Anthropology.** Applications are invited for the position of Chairman of this small Department of six full-time members. Candidates should have a Ph.D., teaching experience and publications. The appointment, which will be in effect from 1 September, 1974, may be made at the rank of either associate or full professor, for which the present minimum salaries are respectively $14,910 and $19,320. Closing date for applications: when position filled. Apply to Dr. J. B. Owen, Dean of Arts, Saint Mary's University, Halifax, N.S.

ST. FRANCIS XAVIER UNIVERSITY. **Department of Sociology and Anthropology.** Applications will be considered for a position in Anthropology for September 1974. Assistant or Associate Ph.D. or near required. Three (3) course load. Teaching areas include: Introductory, Archaeology, North American Indians, and other specialties considered. A *vitae* and the names of three references should be sent to Dr. Winston Jackson, Chairman, Department of Sociology and Anthropology, St. Francis Xavier University, Antigonish, Nova Scotia.

APPLIED SCIENCE

UNIVERSITY OF TORONTO. **Faculty of Applied Science and Engineering.** Applications are invited for the position of Chairman of the Department of Civil Engineering. Candidates should have distinction as a scholar and/or professional engineer in one or more branches of Civil Engineering; academic experience; leadership and administrative ability. Appointment is for a five year term, with possibility of renewal; salary is negotiable. Send *curriculum vitae* and names of three references to Dean B. Etkin, Faculty of Applied Science and Engineering, University of Toronto, Toronto, Ontario M5S 1A4.

ART HISTORY

UNIVERSITY OF SASKATCHEWAN. **Department of Art — Art History Area.** The Department of Art will have a position open beginning July 1, 1974, for an Instructor or Assistant Professor in Art History. It is preferable that the applicant hold a Doctorate degree with specialization in Twentieth Century Art. The duties of the position are to collaborate with two other Art Historians in building the Art History area of the department and teaching course work. The department offers a B.A. Honors in Art History in addition to a B.F.A. in Studio Art. A salary of $8,500 to $12,000 will be offered dependent upon qualifications and experience. Please send applications, *curriculum vitae* and letters of reference to Professor D. O. Rogers, Head, Department of Art, University of Saskatchewan, Saskatoon, Saskatchewan. Closing date for submission of applications is March 31, 1974.

BIOLOGICAL SCIENCES

BROCK UNIVERSITY. **Department of Biological Sciences.** The Department invites applications for the positions listed below. All are in the rank of Assistant Professor, and will be for an initial two-year period. Remuneration will be commensurate with qualifications and experience. The current salary floor in this rank is $12,000. Applicants should possess the Ph.D. or equivalent degree and preferably post-doctoral experience. Successful applicants will be expected to participate in undergraduate and graduate instruction, to direct B.Sc. (Honours) and M.Sc. students and to initiate an active personal research program. **Geneticist:** Specific interest area open, but candidates should have broad instructional capability. Desired appointment date, January 1, 1974. **Ecologist:** Specific interest area open, but experience in Botany would be desirable. Appointment date, January 1, 1974. In addition to the above, a third vacancy may occur and will be filled in some field of environmental biology. Interested persons should submit a complete resume, together with copies of available reprints and the names of three references to Dr. A. H. Houston, Professor and Chairman, Department of Biological Sciences, Brock University, St. Catharines, Ontario L2S 3A1.

Dalhousie University

Halifax, Nova Scotia, Canada

THE IZAAK WALTON KILLAM POSTDOCTORAL FELLOWSHIPS 1974-75

Value

Fellowships valued at $8,800, plus travel allowances, are tenable for one year at Dalhousie University in most fields of study. Applications for extensions may be considered.

Qualifications

Applicants should not be more than thirty-five years of age and should possess a Ph.D degree from a recognized university, or expect to obtain a degree before taking up an award. Fellows may engage in teaching or other similar duties in the University.

Application

Application forms may be obtained by writing to:

The Office of the Dean
Faculty of Graduate Studies
Dalhousie University
Halifax, Nova Scotia
Canada

The Izaak Walton Killam Fund for Advanced Study at Dalhousie University was founded by Mrs. Dorothy J. Killam in memory of her husband Izaak Walton Killam. Her purpose was to establish a perpetual memorial to her husband in his native province and "to help in the building of Canada's future by encouraging advanced study."

BIOLOGY

McMASTER UNIVERSITY. **Department of Biology.** A position is available for a virologist at the assistant or associate professor level. The appointee will be part of a vital oncology group being formed at McMaster University as well as a member of the Department of Biology. His/her research interests should be the molecular biology and/or genetics of animal viruses. His/her primary responsibility will be research and supervision of graduate students. Applicants should send their *curricula vitae* and the names of three referees to the Chairman, Department of Biology, McMaster University, Hamilton, Ontario L8S 4K1, Canada to arrive no later than January 15, 1974.

UNIVERSITY OF NEW BRUNSWICK. **Chairman, Department of Biology.** Applications are invited for the position of Chairman of the department which will be a renewable term appointment. At present the department consists of a faculty of 19 and 30 graduate students. Candidates should have demonstrated research competence in a field of biology, administrative ability and an active interest in undergraduate and graduate teaching. Deadline for receipt of applications is December 31, 1973. The university reserves the right to make an appointment at any time. The appointment will become effective not later than July 1, 1974. Salary negotiable. Send applications, *curriculum vitae* and names of three referees to Dr. Mervyn Franklin, Office of the Dean, Faculty of Science, University of New Brunswick, Fredericton, New Brunswick, Canada.

UNIVERSITY OF WINDSOR. **Department of Biology.** Applications are invited for Head of the Department. Applicants are expected to have a distinguished record in research and teaching. Duties include administration of a sixteen member department which offers undergraduate and graduate courses (through doctoral level) in a broad spectrum of biological sciences; fostering the development of research programs; and participation in research and teaching. The appointment commences July 1, 1974. Salary to be negotiated according to qualifications and experience. Please send application, *curriculum vitae*, names of at least three referees and other pertinent information to Chairman of Selection Committee, Department of Biology, University of Windsor, Windsor, Ontario, Canada.

BUSINESS ADMINISTRATION

UNIVERSITY OF NEW BRUNSWICK. **Department of Business Administration.** Applications are invited for undergraduate teaching positions as follows: *Fredericton Campus* a) Accounting b) Finance c) Management d) Marketing e) Quantitative Methods. *Saint John Campus* a) Accounting b) Business Policy c) Marketing and/or Management. Qualifications required are Ph.D., Ph.D. candidate or equivalent. Rank and salary based on qualifications and experience. Appointments effective July 1, 1974. *Fredericton Campus:* Chairman, Department of Business Administration, University of New Brunswick, Fredericton, New Brunswick, Canada. *Saint John Campus:* Department of Business Administration, University of New Brunswick in Saint John, Tucker Park, Saint John, New Brunswick, Canada. An applicant who is interested in an appointment to either campus should state this in her or his application and contact the Fredericton address given above.

WILFRED LAURIER UNIVERSITY. **Business Administration.** Assistant, Associate and Full Professors required in all areas for the School of Business and Economics due to rapid growth of School. Doctorate or at doctoral dissertation stage required and practical experience in business or government highly desirable. Successful candidates will instruct in the four-year Honours Business Program and subsequently in the proposed MBA program. Salaries are competitive and negotiable. Applications should be received by December 1, 1973 with appointments to be made by July 1, 1974. Please write Professor D. Dengler, Chairman, Department of Business, School of Business and Economics, Wilfrid Laurier University, Waterloo, Ontario N2L 3C5. The University was formerly Waterloo Lutheran University.

UNIVERSITY OF WINDSOR. **Accounting — Faculty of Business Administration.** Applications are invited for the following faculty positions: fulltime for January 1, 1974; visiting for January 1, 1974 to April 30, 1974; visiting for Intersession (May 15 to June 30) and/or Summer Session (July 1, to August 31); fulltime and visiting for 1974-75. Ideally applicants will be M.B.A., C.A.s or Ph.D.s with relevant business experience. Salary and rank will be commensurate with qualifications. Send applications to Professor D. A. Wilson, Chairman, Accounting, Faculty of Business Administration, University of Windsor, Windsor, Ontario N9B 3P4.

CHEMICAL ENGINEERING

McMASTER UNIVERSITY. **Department of Chemical Engineering.** Applications from candidates with Ph.D. are invited for a contractually-limited appointment as Assistant Professor, effective either January 1 or July 1, 1974, at a minimum salary of $13,000 per annum. Duties will involve participation in teaching and research program in water pollution. Applications should be addressed to Dr. C. M. Crowe, Chairman, Department of Chemical Engineering, McMaster University, Hamilton, Ontario L8S 4L7.

COMPUTER SCIENCE

UNIVERSITY OF WINDSOR. **Computer Science.** Applications are invited for a full-time appointment to the School of Computer Science, to teach in a fully developed undergraduate program. Candidates should have an advanced degree in Computer Science or in a cognate field, and should have experience in systems software, or in commercial systems analysis and design. Previous teaching experience will be a distinct advantage. Rank and salary will be commensure with qualifications and experience. Applications, or requests for further information, should be directed to Dr. E. W. Channen, Director, School of Computer Science, University of Windsor, Windsor, Ontario N9B 3P4.

CONSUMER STUDIES

UNIVERSITY OF GUELPH. **Department of Consumer Studies.** Lecturer, Assistant Professor (or as qualifications warrant). Graduate degree essential. Interest in the study of all facets of consumption process. Teach and do research involving foods and food consumption within an interdisciplinary department of Consumer Studies. Salary negotiable. Application should be made to Dr. Richard E. Vosburgh, Professor and Chairman, Department of Consumer Studies, University of Guelph, Guelph, Ontario N1G 2W1. Appointment date is Fall of 1974 or as near to this as can be arranged. Open until filled.

CURRICULUM STUDIES

UNIVERSITY OF SASKATCHEWAN. **Department of Curriculum Studies — Reading.** Vacancy for 1974-75: Reading. Associate Professor of Reading Education. Ph.D. required. Prime qualification is evidence of leadership. Names of referees must be submitted with *curriculum vitae*. Candidate must submit evidence of successful teaching, either as a classroom teacher or as a reading specialist. Experience in working with adults is desirable, either in rate-building in the academic community or in Adult Basic Literacy. Linguistic background would be most helpful. Duties will be determined by the competencies of the candidate. Reading sequence at the University of Saskatchewan consists of twelve sections of Introductory Reading, five sections of Intermediate Reading, two sections of Advanced Reading, and one section each of five classes in Reading at the graduate level. Reading Centre is established. Clinical practicum and field experience are required components of graduate program. Salary range for Assistant Professors is $12,000-$15,600. Salary range for Associate Professors is $15,750 to $20,300. Entry salary will be dependent upon the qualifications of the candidate. Effective date of appointment would be 1 July. Registration duties commence 3 September. Applications will be received through 1 May 1974. Candidates should mail letter of application and *curriculum vitae*, request Registrar to mail transcript, and request referees to submit promptly their recommendations to James R. Bryner, Head, Dept. of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

UNIVERSITY OF SASKATCHEWAN. **Department of Curriculum Studies.** Assistant Professor of English Education. Preference will be given to candidate with Ph.D. Would consider candidate with course work completed and dissertation sufficiently well advanced to be completed on-the-job in 1974-75. Candidate must submit evidence of successful teaching in the Primary Grades, either as a classroom teacher or as a speech therapist. Duties in the coming academic year will consist of basic classes in the teaching of Literature in the Primary Grades and in the teaching of Composition in the Primary Grades. Precise nature of duties will await selection of candidate. Experienced candidate might expect some supervision of Elementary School Interns. If successful candidate possesses adequate background in Speech, second year of duty would include basic classes in Developmental Speech, and an assignment to design advanced classes in Speech. Salary range for Assistant Professors is $12,000-$15,600. Entry salary will be dependent upon the qualifications of the candidate. Effective date of appointment would be 1 July. Registration duties commence 3 September. Applications will be received through 1 May 1974. Candidates should mail letter of application and *curriculum vitae*, request Registrar to mail transcript, and request referees to submit promptly their recommendations to James R. Bryner, Head, Dept. of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

DRAMA

BROCK UNIVERSITY. **Department of Drama — Drama/Film**. Applications are invited for at least one probationary and perhaps two temporary appointments, at all levels, to teach in two or more of the following fields: film history and aesthetics, film making, Canadian drama, drama and education, acting, directing, playwriting, theatre research. Applications and *vitae* and the names of three references should be sent to Dr. M. Yacowar, Chairman, Department of Drama, Brock University, St. Catharines, Ontario.

ECONOMICS

UNIVERSITY OF GUELPH, COLLEGE OF SOCIAL SCIENCE. **Department of Economics.** Two vacancies to be filled for the academic year 1974-75. Qualifications required: a Ph.D. in Economics and preferably teaching and research experience. Rank and salary determined subject to qualifications. Duties primarily teaching and research. Department has an active undergraduate programme and a small but growing M.A. programme. Fields of specialization: Industrial and Market Organization; Monetary Theory and International Finance; Micro and Macro Theory but persons with other interests will also be considered. Applications to be sent to Dr. J. Vanderkamp, Chairman, Department of Economics, College of Social Science, University of Guelph, Guelph, Ontario N1G 2W1.

EDUCATION

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Department of Special Education.** A vacancy exists in the Department of Special Education for a Professor or Lecturer. Preference will be given to applicants with a Ph.D. degree or equivalent, with research and teaching interests in the area of instructional strategies and curriculum development in Special Education. Academic rank and salary negotiable, and appointment date is January 1, 1974. Applications and *curriculum vitae* to be sent to Dr. J. Kershner, Search Committee, Department of Special Education, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

ENGINEERING

UNIVERSITY OF MANITOBA. **Dean — Faculty of Engineering.** Applications and nominations are invited for the position of Dean of the Faculty of Engineering. The position is open by July 1, 1974. Faculty consists of Department of Civil, Electrical and Mechanical Engineering with programs in Geological and Agricultural Engineering. The Faculty currently has an academic staff of 72 and student enrolment as follows: undergraduate — 950 and graduate — 145. Deadline for applications — December 31, 1973. Candidates for position should forward *curriculum vitae* and names of three referees to Dr. J. C. Gilson, Vice-President (Research and Graduate Studies), The University of Manitoba, Room 202, Administration Building, Winnipeg, Manitoba R3T 2N2.

McMASTER UNIVERSITY. **Department of Electrical Engineering.** Candidates with Ph.D. are invited to apply for position of Assistant Professor of Electrical Engineering and membership in the Communications Research Laboratory. Appointment will initially be contractually-limited for 2½ years, effective January 1, 1974, or as soon thereafter as possible, with salary at the Assistant Professor level, commensurate with qualifications. Appointee will be required to commit research effort to Radar Signal Processing program of the Communications Research Laboratory involving the study of adaptive and digital signal processing methods applied to certain aspects of radar and to undertake undergraduate and graduate teaching in the Department of Electrical Engineering. Applications should be directed to Dr. S. S. Haykin, Director, Communications Research Laboratory, Faculty of Engineering, McMaster University, Hamilton, Ontario L8S 4L7.

ENGLISH

McGILL UNIVERSITY. **Department of English.** Three **Assistant Professors** from 1 September 1974. Ph.D. Minimum $11,400 p.a. **Professor** in North American studies programme with interest and competence in United States, Canadian, and French Canadian (Quebecois) literature. **Professor** in 18th Century literature and Romantic or Victorian. Additional interest and competence in the editing of texts would be desirable. **Professor** in drama with interest in theatre history. It would be desirable if he were also to have an interest in speech, movement, and drama production. Apply to Prof. David Williams, Associate Chairman, Department of English, McGill University, Montreal, Quebec H3C 3G1.

UNIVERSITY OF OTTAWA, **Department of English.** Senior appointment in Canadian Literature (Professor or Associate) effective 1 July, 1974. Consideration will also be given to candidate's secondary field. Salary base: Professor — $20,020; Associate — $15,475; adjustable for experience and qualifications. Duties include teaching at graduate and undergraduate level, supervision of graduate research and participation in the development of the present program of Canadian Literature.
Apply with *curriculum vitae* and three references to Glenn Clever, Chairman, by 31 January, 1974. University of Ottawa, Ottawa, K1N 6N5.

UNIVERSITY OF SASKATCHEWAN, SASKATOON. **Department of English.** Applications are invited from specialists in English literature of the Romantic period for an Associate Professorship or Professorship. Publication and experience in teaching and the supervision of research are required. The appointment will date from July 1, 1974.

UNIVERSITY OF SASKATCHEWAN, SASKATOON. **Department of English.** Applications are invited from specialists in English poetry and non-fictional prose of the Romantic period or the Victorian period for a senior and a junior opening. The appointment will date from July 1, 1974.

VICTORIA COLLEGE, UNIVERSITY OF TORONTO. **Department of English.** Required for 1974-75: Assistant professor specializing in modern or Victorian lit.; competence in Canadian or American lit. an asset; two-year appointment, possibility of renewal. Candidates who expect to complete Ph.D. by fall of '74 invited to apply to Prof J. R. Jackson, Dept. of English, Victoria College, Toronto M5S 1K7.

FAMILY STUDIES

UNIVERSITY OF GUELPH. **Department of Family Studies.** Professor or Associate Professor in Child Development — Family Relations. Ph.D. with background related to young child and school age child. Teaching at graduate and undergraduate levels. Conduct and assist with graduate research. Salary minima: Associate Professor, $15,800; Full Professor, $20,100 (as for 1973-74). Inquiries should be directed to Dr. Kathryn E. Kopf, Chairman, Department of Family Studies, College of Family and Consumer Studies. Appointment effective May 1 or September 1, 1974.

UNIVERSITY OF GUELPH. **Department of Family Studies.** Professor or Associate Professor and Director, Family Studies Preschool. Ph.D. with experience as laboratory preschool teacher and director. Assist with teaching in early childhood education and/or child development at graduate and undergraduate levels. Conduct and assist with graduate research. Salary minima: Associate Professor, $15,800; Full Professor, $20,100 (as for 1973-74). Inquiries should be directed to Dr. Kathryn E. Kopf, Chairman, Department of Family Studies, College of Family and Consumer Studies. Appointment effective August 15 or September 1, 1974.

FINE ARTS

UNIVERSITY OF BRITISH COLUMBIA. **Department of Fine Arts.** The Department hopes to make the following appointments from 1 July 1974, or earlier if suitable candidates present themselves. 1) Assistant, Associate or Professor in Art History. Specialization in Italian Renaissance art. Ph.D. or equivalent. 2) Assistant, Associate or Professor in Art History. Specialization in Pre-Columbian Art or the Indigenous Arts of the Americas. Ph.D. or equivalent. 3) Assistant or Associate Professor in Art History. Specialization in Medieval art. Ph.D. or M.A. 4) Assistant or Associate Professor: Curator of the Fine Arts Gallery. Appropriate experience. Ph.D. or M.A. preferred. Applications to Professor George Knox, Head, Department of Fine Arts, University of British Columbia, Vancouver 8, B.C.

FRENCH

DALHOUSIE UNIVERSITY. **Department of French.** Applications are invited for the position of Chairman and Professor in the Department of French. Candidates should have the doctorate. A continuing record of scholarly activity in either linguistics or French literature is essential. Duties will be to generally supervise the work of the Department in addition to teaching two courses. The appointment will be effectvie July 1, 1974, with salary to be negotiated, but not less than $19,000. Applications together with *curriculum vitae*, should be sent to The Dean, Faculty of Arts and Science, Dalhousie University, Halifax, Nova Scotia, Canada, and will be accepted until the appointment is filled.

GEOGRAPHY

QUEEN'S UNIVERSITY. **Department of Geography.** Applications are invited for a position in Urban-Economic Geography, starting September 1, 1974. The appointment may be made at the Assistant or Associate Professor level, depending upon the research record and experience of the successful applicant. The teaching responsibilities of the appointee will be at the upper division undergraduate and graduate levels. Please submit a letter of application, together with *curriculum vitae* and the names of three referees to Dr. M. Yeates, Head, Department of Geography, Queen's University, Kingston, Ontario.

HISTORY

McGILL UNVERSITY. **Department of History**. Applications are invited for an Assistant Professor. Canadian History with special consideration to candidates in economic and social history. Qualifications required: Ph.D., some teaching experience and a strong interest in research. Duties: Undergraduate and graduate teaching. Salary: Present minimum (1973-4) — Assistant Professor $11,200. Inquiries to be sent to Professor Carman Miller, Chairman, Canadian History Appointments Committee, Department of History, McGill University, P.O. Box 6070, Montreal, Quebec H3C 3G1. Effective date of appointment: September 1, 1974. Closing date: March 1, 1974.

McGILL UNIVERSITY. **Department of History.** Applications are invited for an Assistant Professor in United States History. Ph.D. required with specialty in economic history of the nineteenth century plus preferred minor in Latin America. Duties: Undergraduate and graduate teaching. Salary offered: Present salary minimum (1973-74), $11,200. Inquiries to be sent to Professor A. R. Riggs, Chairman, Search Committee, Department of History, McGill University, P.O. Box 6070, Montreal, Quebec H3C 3G1. Effective date of appointment: September 1, 1974. Closing date: February 28, 1974.

UNIVERSITY OF WESTERN ONTARIO. **Department of History.** Position: Any rank. Qualifications: Ph.D. or near, minimum requirement. Field: Canadian Social and Economic History. Salary: Dependent on rank and qualifications. Apply to J. N. Thompson, Chairman, Department, The University of Western Ontario, London, Ontario N6A 3K7. Closing date: January 15, 1974.

LAW

QUEEN'S UNIVERSITY. **Faculty of Law.** Applications are invited for faculty positions at all three professorial levels. Applicants should have graduate law training, law teaching experience or experience in the practice of law. The appointment will be effective from the summer of 1974 with salary negotiated according to qualifications. Applications with *curriculum vitae* and names of three referees should be sent to the Dean, Faculty of Law, Queen's University, Kingston, Ontario K7L 3Y6.

LIBRARY SCIENCE

UNIVERSITY OF GUELPH. **Acquisitions Librarian.** Applicant should have degree from an accredited Library School, preferably M.L.S., plus M.A. or Honours B.A. This wil be the second professional position in a Department with staff of eight. University library experience desirable. Salary by negotiation. Appointment effective January 1, 1974. Please apply to Miss M. D. Cameron, Assistant Librarian for Personnel, The Library, University of Guelph, Guelph, Ontario N1G 2W1, mentioning this advertisement.

MATHEMATICS

UNIVERSITY OF GUELPH. **Department of Mathematics and Statistics.** The Department will have two visiting positions and one or more regular posts open in September, 1974. The professorial rank will be commensurate with qualifications. Required are a doctorate, ability and interest in teaching, and activity in research. The department has specific needs for statisticians and applied mathematicians interested in biology. Principal duties will be undergraduate teaching and research. Applications (each with *curriculum vitae* and the names of three persons to whom reference may be made) should be sent to T. D. Newton, Chairman, Department of Mathematics and Statistics, University of Guelph, Guelph, Ontario N1G 2W1.

MUSIC

UNIVERSITY OF MANITOBA. **School of Music.** Applications are invited for the position of **Director** of the School of Music. The Director has general administrative responsibility for the operation of the School within University and School policies. The School offers a professionally - oriented Bachelor of Music programme as well as service courses for students from other Faculties. Sixty students are currently enrolled, primarily in the keyboard, vocal and composition areas of specialization. At present. the academic staff includes twelve full-time members. The School possesses an adequate supply of instruments, including a collection of Renaissance and Baroque instruments. The effective date of the appointment is July 1, 1974. Applications must be completed by November 30, 1973. To apply, please write to Dr. D. O. Wells, Assistant Vice-President, 427 University Centre, University of Manitoba, Winnipeg, Canada R3T 2N2.

MEDICINE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Faculty of Medicine.** Applications are invited for a full-time faculty member in the discipline of General Practice. The physician selected would be expected to have had experience in General Practice and preferably certification in the College of Family Physicians or its equivalent, or have undertaken some research in General Practice. The post will carry an appropriate academic rank; the salary will be set according to qualifications and experience. Applications accompanied by a detailed *curriculum vitae* and the names of three referees will be received by Dr. John Ross, Associate Professor and Chairman of General Practice, Memorial University of Newfoundland, St. John's, Newfoundland.

PARASITOLOGY

UNIVERSITY OF TORONTO. **Department of Parasitology.** Parasitologist required to initiate research on the biology of parasites in native peoples in Northern Ontario. Field experience as well as desire and ability to work closely with native peoples essential. Base for study will be a hospital in Northern Ontario, with visits to nursing stations and other areas. Minimum qualifications: M.Sc. in parasitology, preferably with some experience with human parasites, helminths in general, and cestodes and flukes in particular. This is a one-year project which may be renewed. Salary $8,500. Appointment no later than July 1, 1974. Apply, sending *curriculum vitae* to Dr. R. S. Freeman, Department of Parasitology, School of Hygiene, University of Toronto, Toronto, Ontario M5S 1A1.

PHILOSOPHY

WILFRID LAURIER UNIVERSITY. **Department of Philosophy.** Two positions effective September 1, 1974; one at Assistant Professor rank; one at Associate or Full Professor rank. Ph.D. required with specialization in one or more of the following areas: phenomenology, existentialism, ethics, philosophy of language. Significant experience and publications required for senior position. Positions entail undergraduate teaching in general and honours programs with participation in interdisciplinary M.A. programs as a future possibility. Salary commensurate with qualifications and experience. 1973-74 salary floors: Assistant professor $12,050; Associate professor $15,350; Full professor $19,800. Apply to J. F. Little, Chairman, Department of Philosophy, Wilfrid Laurier University (formerly Waterloo Lutheran University), Waterloo, Ontario N2L 3C5.

PHYSICS

CARLETON UNIVERSITY. **Physics Department.** Applications are invited for an opening at the Associate Professor level in physics. Responsibilities include teaching and research. Research in experimental high energy physics, experience at major laboratories and ability in leadership of a group are required. Submit resumé and references to Dr. R. L. Clarke, Physics Department, Carleton University, Ottawa, Canada K1S 5B6.

UNIVERSITY OF GUELPH. **Department of Physics.** Applications are invited for an assistant or an associate professor for teaching and research in biophysics. Candidates should hold a Ph.D. degree and have several years' experience in physics. A strong preference is expressed for a current interest in theoretical biophysics, although previous work might be in other areas of physics. Salary minima are Assistant Professor $12,350, Associate Professor $15,800, Professor $20,100. Applications should be addressed to Dr. P. A. Egelstaff, Chairman, Department of Physics, University of Guelph, Guelph, Ontario, Canada.

UNIVERSITY OF WATERLOO. **Department of Physics — Post-Doctoral Fellowships.** Applications are invited for post-doctoral research fellowships in physics. Fellowships carry a stipend of $8,520 per annum ($8,700 after March 31, 1974) which is subject to Canadian income tax. The awards are tenable for a period of one year with a possible renewal for a second year. Research areas include: Astronomy and Astrophysics, Atomic and Molecular Physics, Biophysics, Crystallography, Electron Miscroscopy (thin crystal defects and interfacial structures), Ellipsometry, Condensed Inert Gas Properties, Laser Physics, Microwave Physics, Nuclear Magnetic Resonance, Solid State Physics (insulators, metals, nonlinear dielectrics, and semiconductors), Statistical Mechanics, Superfluidity, Superconductivity, and Ultrasonics. Closing date for applications is February 15, 1974. For further information write to Dr. J. W. Leech, Chairman, Department of Physics, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1.

POLITICAL SCIENCE

UNIVERSITY OF WATERLOO. **Department of Political Science.** Applications are invited for several appointments, to begin July 1, 1974, from individuals with primary and secondary teaching interests in some combination of the following fields: international relations, comparative politics (with emphasis on Western Europe), the politics of the developing areas, empirical theory, statistics and methodology, and public administration. Rank and salary will depend on experience and qualifications, but the Ph.D. (or its equivalent) is required for appointments above the rank of Lecturer. Applicants should write as soon as possible, enclosing a *curriculum vitae* and the names of three referees, to Professor John Wilson, Chairman, Department of Political Science, University of Waterloo, Waterloo, Ontario N2L 3G1.

PSYCHOLOGY

CARLETON UNIVERSITY. **Department of Psychology.** Position: Assistant or Associate Professor. Qualifications: Ph.D. and teaching experience. Field: Developmental (particularly modeling behaviour, concept formation), learning (particularly classical conditioning), or perception (particularly visual information processing). Additional competence in statistics or history of psychology favourable. Salary negotiable. Send *vitae* and names of four referees to M. Sutherland-Brown, Department of Psychology, Carleton University, Ottawa, Ontario K1S 5B6.

LAKEHEAD UNIVERSITY. **Department of Psychology.** Assistant to Full Professor; Ph.D.; Clinical background with an active interest in empirical research with humans. To teach a minimum of two formal classes plus supervision of honours and masters theses. Salary and rank open to negotiation. July 1, 1974. Apply to Mr. D. E. Ayre, Secretary of the University, Lakehead University, Thunder Bay "P", Ontario.

RELIGIOUS STUDIES

UNIVERSITY OF ALBERTA. **Department of Religious Studies.** Applications are invited for the position of Associate Professor and (subject to separate selection) Chairman of the recently created Department of Religious Studies. Candidates should possess Ph.D. or equivalent, and academic responsibilities in this position will centre on undergraduate teaching and research in either Islamics or Far Eastern Studies. Starting salary will be approximately $17,000 per annum with standard superannuation benefits plus removal grant plus Chairman's honorarium if applicable. Applications should include *curriculum vitae* and names of three referees to be forwarded by February 1st, 1974 to the Dean of Arts, University of Alberta, Edmonton, Alberta, Canada.

SOCIOLOGY

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Department of Sociology in Education.** The Ontario Department requires a Quantitative Methodologist. Preference will be given to holders of a Ph.D. degree with demonstrated research interests in Canadian education. Responsibilities include the teaching of graduate courses and thesis advising in methodology at M.A. and Ph.D. levels. Appointment can be made at the Associate Professor level or beyond. Salary commensurate with experience and qualifications. Effective date of appointment — July 1, 1974. Closing date for applications — March 15, 1974. Inquiries should be addressed to Dr. E. B. Harvery, Chairman, Department of Sociology in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

QUEEN'S UNIVERSITY. **Department of Sociology.** Applications are invited for two positions, one at professorial or associate level beginning session 1974/75. One could be a visiting appointment. Following fields of interest are preferred, but others would be considered: 1. Social Control (Criminology, Deviance, Sociology of Law). 2. French Canadian Studies or Demography. Candidates should apply giving the names of three referees to Professor T. C. Willett, Department of Sociology, Queen's University, Kingston, Ontario.

SAINT MARY'S UNIVERSITY. **Department of Sociology.** Applications are invited for a position as Associate Professor. Responsibilities will consist of teaching undergraduate students, including some honours students. Applicants should have a Ph.D. and teaching experience. Starting date: September 1, 1974. Salary floor: 1973-74, $14,910. Send application including *curriculum vitae* and names of three referees to Dr. John B. Owen, Dean of Arts, Saint Mary's University, Halifax, N.S.

UNIVERSITY OF SASKATCHEWAN. **Department of Sociology.** The department is seeking a head, appointment effective July 1, 1974. An applicant should have proven ability as a teacher and scholar, administrative experience or ability, and preferably some Canadian experience or training. Salary floor of professor is $20,500. Applications to D. R. Cherry, Dean of Arts and Science, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

ST. FRANCIS XAVIER UNIVERSITY. **Department of Sociology and Anthropology.** Applications will be considered for a position in Sociology for September 1974. Assistant or Associate Ph.D. or near required. Three (3) course load. Teaching areas include: Introductory, Race and Ethnic Relations as well as other specialties. Interested applicants should send a *vitae* and the names of three references to Dr. Winston Jackson, Chairman, Department of Sociology and Anthropology, St. Francis Xavier University, Antigonish, Nova Scotia.

VETERINARY SCIENCE

UNIVERSITY OF GUELPH, ONTARIO VETERINARY COLLEGE. **Department of Clinical Studies.** There is a vacancy for a faculty member in the Department of Clinical Studies. The successful applicant will be a veterinarian with an interest in large animal medicine and will have had research training. The appointee will be required to teach at both undergraduate and graduate levels and to undertake research. Rank and salary will be commensurate with experience. Application deadline — December 31, 1973. Enquiries regarding the position can be made to Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada.

UNIVERSITY OF GUELPH, ONTARIO VETERINARY COLLEGE. **Department of Veterinary Microbiology and Immunology, Veterinary Epidemiologist.** Applications are invited for the position of Assistant or Associate Professor effective July 1, 1974. Duties include teaching students in veterinary medicine and science the principles and applications of epidemiology, at both undergraduate and graduate levels. The position requires an advanced degree in epidemiology plus proven ability to teach and conduct research. In addition the applicant should be eligible for licencing to practice veterinary medicine in Ontario. Applicants should submit their *curriculum vitae* and the names of three references to Dr. D. A. Barnum, Chairman, Veterinary Microbiology and Immunology, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada, N1G 2W1.

UNIVERSITY OF SASKATCHEWAN. **Department of Veterinary Microbiology.** Position: Veterinary Bacteriologist. Rank: Assistant Professor (or Associate Professor depending on qualifications). Salary Range: In accordance with training and experience. Qualifications: D. V.M. with M.Sc. or Ph.D. in Microbiology or Ph.D. in Microbiology with veterinary experience. A.C.V.M. diplomates may be given preference. Duties: Teach undergraduate and graduate veterinary students. Participate in diagnostic bacteriology laboratory. Conduct research in bacteriology. Committee work at Departmental and College level. Starting Date: January-June, 1974. Application: Letter with *curriculum vitae* and transcripts to Dr. C. H. Bigland, Professor, Head, Department of Veterinary Microbiology, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

VOCATIONAL EDUCATION

UNIVERSITY OF NEW BRUNSWICK, **Chairman of Division of Vocational Education** (including Business Education, Home Economics and Industrial Arts). Candidates should have at least a Master's Degree, but doctorate is preferred. They should also have appropriate academic and/or administrative experience. Salary will be commensurate with experience. Application should include a *curriculum vitae* and names of three referees. Dean D. A. Macliver, Dean of Education, University of New Brunswick, Fredericton, N.B.

THE STANDING COMMITTEES OF THE CAUT

VACANCIES

The CAUT solicits nominations for its standing committees. Nominees must be members of the CAUT and must be nominated by another member of CAUT. Nominations should include the written consent of the nominee and a brief *curriculum vitae*. The terms of reference of the committees can be found on the back cover of this Bulletin. (Note. the CAUT Board has passed an instruction to maintain geographic and linguistic balance on the committees.)

Academic Freedom and Tenure Committee
Three year term. Three members required.

Committee on Internal University Affairs
Two year term. Three members required.

Committee on Relations With Governments
Two year term. Three members required.

Economic Benefits Commitee
Two year term. Two members required.

Publications Committee
Three year term. Three members required.

COMITES PERMANENTS DE L'ACPU

POSTES VACANTS

L'ACPU sollicite des propositions de candidats pour les comités de l'ACPU. Les candidats doivent être membres de l'ACPU et leurs noms doivent être suggérés par d'autres membres de l'ACPU. Les nominations doivent être accompagnées d'un bref curriculum vitae et d'une acceptation du candidat.

Les mandats de ces comités se trouvent à la dernière page de ce Bulletin.

(NOTE. Le Bureau de direction a adopté un règlement de maintenir une balance géographique et linguistique sur les comités.)

Comité de la liberté universitaire et de la permanence de l'emploi
Un terme de trois ans. Trois membres requis.

Comité des affaires intérieures des universités
Un terme de deux ans. Trois membres requis.

Comité sur les relations avec les pouvoirs publics
Un terme de deux ans. Trois membres requis.

Comité des avantages économiques
Un terme de deux ans. Deux membres requis.

Comité des publications
Un terme de trois ans. Trois membres requis.

be anticipated, the more likely it is that the problem is an extension within a well understood framework of procedures. For example, it would be impossible to conceive the applied problem of electric generator design until the laws of electromagnetic induction had been reasonably well understood. In this respect, most applied research problems have the modest disadvantage in an educational context that they begin with a restriction on the operation of the imagination. But, this cannot be taken as a damaging limitation; most pure research is similarly constrained because most pure problems arise within particular research "traditions" and those often define their range as narrowly as the interests pointed toward ultimate application would do. Research traditions, which arise out of the training of most pure research workers, can define the range of a worker's imagination and often strongly determine the sorts of problems that he will conceive. Within reasonable limits, there seems to be no reason to assume that problems conceived in the context of application should be more limiting than those conceived within the context of a particular research tradition determined by the graduate school experience of the professor. This brings us to planning.

If educational considerations favour research activity that is most conducive to active operations of the imagination of all concerned, then planning should seek to avoid adding constraints. That is, the goals of research in the universities should not be rigidly defined in advance. Intelligent planning can, and should, seek to influence the development of research traditions within which most but not all of the university investigators will be likely to operate. It is impossible to predict the areas in which the next major revolutionary innovations will occur, so there is little harm to education or science (and much possible good outside) in promoting research traditions in areas which seem to have immediate social relevance. Here, promoting refers to starting points. It does not mean discouraging university workers from following promising leads that arise in the course of their investigations. After all, educational considerations apart, these unplanned leads are the mutants carrying the possibility of genuinely new species of scientific knowledge.

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1. L. P. Bonneau and J. A. Corry, *The Quest for the Optimum,* AUCC, Ottawa, 1972.
2. C. Jenks and D. Reismann, *The Academic Revolution,* Doubleday, Garden City, N.Y., 1968.
3. F. H. Westheimer, *Symposium on Basic Research,* Chemical Engineering News, Aug. 15, 1969. p. 55.
4. R. H. Wrightman, private communication.
5. K. V. Pankhurst, *Science Forum,* Vol. 2, No. 2, April 1969. p. 3.
6. T. S. Kuhn, *The Structure of Scientific Revolutions,* University of Chicago Press, Chicago, 1962.
7. L. K. Nash in *Newsletter of the Association of Harvard Chemists,* December 1969.
8. J. A. Young, *J. Chem. Educ.,* 45, 798 (1968).
9. J. A. Young, *Practice in Thinking, Prentice-Hall,* Engle-wood Cliffs, N.J., 1958.
10. J. Adelson in N. Sanford *ed. The American College,* John Wiley and Sons, New York, 1962.

ACPU

PROGRAMME DE VOLS DE GROUPES ET DE VOLS NOLISES

De nouveau en 1974, l'ACPU présentera un programme de vols de groupes et de vols nolisés. Le programme complet sera publié dans le Bulletin du mois de janvier.
Si vous désirez des informations préliminaires ou si vous voulez faire connaître vos besoins, veuillez communiquer directement avec:

Finlay Travel Limitée
Case postale 83
Centre Toronto-Dominion
TORONTO, Ontario
(416) 366-4936

CAUT

GROUP AND CHARTER FLIGHTS FOR 1974

Again in 1974, CAUT will sponsor a group and charter flights programme. The complete programme will be printed in the January Bulletin.

For advance information or if you want to file your requests, please contact directly:

Finlay Travel Limited
P.O. Box 83
Toronto-Dominion Centre
TORONTO, Ontario
(416) 366-4936

Missed the point . . .

Sir,

James Hackler, in his letter in the June, 1973, *C.A.U.T. Bulletin* begins by saying he is going to disagree with me. He then goes on to misrepresent my position, attribute to me "certain asumptions" that bear no relation to what I originally said, and to accuse me by implication of "flag waving", of nationalism that is both "narrow minded" and "petty", of creating "false issues" to mask my real concern about being "threatened by better trained and more competent young scholars . . . particularly from the United States", and of hating "every country but (my) own."

I suppose I should be grateful that he didn't set out to attack me.

He has also given me cause to regret, not for the first time, that I ever used the phrase about "letting the Maple Leafs play the local pee-wee team." I meant it simply to dramatize the great differences in population and power betwen Canada and the U.S.A. However, by his interpretation of my poor little simile, Professor Hackler demonstrates vividly the sort of continentalist attitude that keeps many of our University Departments in the position of branch plants. "Whether we like it or not", he says, "American applicants tend to be superior." Not only that, but "Canadian sociology" is a "myth". All we can hope to do out here on the periphery is to "strive for modest intellectual accomplishments" within the framework laid down by the head office, and "protect a few of the plums for the local team" so they won't get too discouraged, while "truly outstanding" Canadian scholars "migrate to select academic institutions in the U.S.." With a few notable departmental and individual exceptions, that is pretty much the situation we have had in anthropology and sociology for the past fifteen or twenty years, and apparently Professor Hackler is satisfied with it, but I am not.

I agree with him that we need "global" thinkers; I do not, however, equate "global" with "American" nor do I believe that the ideals of international scholarship are fulfilled by allowing scholars from a single foreign nation to dominate our Universities. My whole argument was that as long as we ignore our peculiar position *vis* a *vis* the United States, our Universities — especially in such culturally-sensitive subjects as the social sciences — will develop neither the international breadth nor the local significance they should have.

Most of us have a liberal disinclination to single out one group of foreigners for anything that might offend them. If we allow this to lead us into confining discussion to a Canadian/non-Canadian dichotomy, we shall be doing our Universities and our society a great disservice. My comments were not anti-American, though, inevitably, Professor Hackler has interpreted them that way. My main point was that in some fields our Universities are neither Canadian enough nor international enough. Professor Hackler has not addressed this argument at all.

G. B. Inglis,
Memorial University of Newfoundland.

Errors in argument . . .

Sir,

The letter published under the title "Lack of Narrow-minded Nationalism Makes Canada Attractive" *(C.A.U.T. Bulletin* June 1973) really needs a little explanation. James C. Hackler makes a few of the errors in the argument that are quite common to U.S. citizens who have come to Canada as university instructors.

In the first place, he informs us that U.S. immigrants *do* make "as positive a contribution to Canadian scholarship as Canadians". That is a very large claim. Very, very few U.S. immigrants have any formal education whatever about Canada, and to suppose that they can make as strong a contribution to Canadian scholarsnip is simply unrealistic, In fact, a recent Political Science Association study showed quite clearly that in Political Science in Canada non-Canadians do not make as positive a contribution.

Professor Hackler bases his argument partly on the statements that he finds U.S. immigrants "appreciative of Canada, and many make a particular effort to inform themselves about this country". But to wish is not necessarily to succeed. And even putting aside the argument that many Canadians do not believe that U.S. citizens here *are* appreciative or do try to know the country, wishing simply doesn't make it so. If I decided to go to any country in the world that uses the same first language I do, I might try very hard, but if I arrived, an adult, in a country that I was previously ignorant of in every important way, my *desire* to be a part of the country would not guarantee me (or my students) very much.

I'm terribly interested in the argument that a number of the people we have hired came "when standards were lower". "We are naturally threatened by the better trained and more competent young scholars who are coming on the job market today, particularly from the United States," Professor Hackler writes. He may be threatened, but perhaps he should speak for himself. Moreover, the claim that "American applicants tend to be superior . . ." is undiluted nonsense.

Let us look at the last ten or fifteen years of Canadian university life. Let us consider the several thousands of immigrant professorial staff members we have hired outside the borders. What do we find? We find that they are not better individually or as a group than the Canadian scholars. In national life they are remarkedly un-visible. And we have found, despite Professor Hackler's protestations, that they do not know the country or its terms of life and communication as well as longtime Canadians do.

The argument of U.S. excellence has always intrigued me, since I have taught in four Canadian universities and guest lectured in dozens. Without intending insult in any way, I have been impressed with the number of U.S. academics in Canada who are not known in their own discipline, who have made no impression on the larger community, and who are described by their students as very ordinary teachers. Do we really have to get out of the country for the multitudes of that kind of scholar? By the tone of Professor Hackler's letter we should believe that kind of scholar is *everywhere* available among Canadians!

Professor Hackler also attempts to dismiss the idea of Canadian sociology which he refers to as "some myth about Canadian sociology . . . ." Perhaps that statement gives him away more than any of the more obvious ones in his letter. For anyone who understands the vast differences in U.S. and Canadian intellectual history has to understand that the disciplined ways of attempting to describe and evaluate and comment upon social reality must, *under normal conditions* create quite different "sociologies" or ways of attempting to perceive and order knowledge.

In our present circumstances we have had U.S. perceptions, methodologies, models, and even data thrust upon us as "universal" knowledge. A U.S. citizen like Professor Hackler reveals his alienation from Canadian reality most when he rejects the possibility of "Canadian sociology" and even, for that matter the possibility of Canadian biology.

The final argument he makes is, I am afraid, a shabby one. In effect he says that if Canadians want U.S. scholars to take citizenship, the good ones will go and the bad ones will stay. Consider what he is saying. Men and women who, in the normal course of events, are filling positions that young Canadians might want, and who will be filling them for life at high salaries as professionals, teaching Canadians and working as specialists in the country under conditions better than those enjoyed by almost any other employed workers in the country, are willing to reply to a call

to Canadian citizenship with a *threat*. The threat is, of course, that if the U.S. citizens are not left to use Canada as they please, the good ones will go and the bad ones will all stay! ! Professor Hackler is only one of the U.S. people to make that "suggestion" to Canadians.

Professor Hackler prefers a country "where immigrants are judged on their contributions to the society of man". Rubbish. The society of man *always* has its nearest referent points in a particular country with particular customs, particular needs and particular ways of communication. In that regard I have a letter just received from a Ph.D. student finishing up in Sociology at McMaster University. He was offered a job in California but the U.S. State stepped in and rejected the hiring "on the grounds that job market conditions did not warrant the employment of a non-American".

Professor Hackler may consider that "flag waving nationalism". But I know that the California people will be able to find a U.S. citizen who needs a job and has a right to it and who may even turn out to be better for it (in U.S. terms). By the same token, Canada can find within its own body of energetic and intelligent youth most of the professional people we need. And in the process we can articulate our reality more clearly, view the outside world with a measure of consistency, and develop those studies like Canadian sociology which, to this date, have remained something of a myth because of the domination of sociological activity in Canada by U.S. sociologists or their unimaginative Canadian disciples.

Robin Mathews
Department of English
Carleton University

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CLASSIFICATION

Pour avoir oublié cette exigence, et n'avoir laissé aux employeurs immédiats des enseignants aucune marge d'interprétation à cet égard, le manuel souffre de carences graves qui expliquent le rejet dont il est l'objet dans les milieux d'éducation"[11].

* * *

"Unilatéralité" arbitraire, conception incohérente et réductrice de l'évaluation, telles sont les critiques importantes qu'il faut adresser au ministère de l'Education du Québec et à l'égard du *Manuel d'évaluation de la scolarité*. Ces critiques ne sont pas que d'ordre administratif, elles sont avant tout d'ordre académique et pédagogique: elles touchent à la conception même de l'éducation. Au niveau des options de base, le *Manuel* constitue une erreur d'aiguillage impardonnable et inacceptable. Aussi, nous croyons qu'il faille recommander, avec les enseignants, le gel du *Manuel,* le maintien des droits acquis et l'acceptation de l'élargissement des critères d'évaluation. Il faut reprendre la question sur une base plus large et avec la participation de tous les enseignants, afin que ceux-ci puissent se pencher sur toutes les implications qu'impose par ailleurs une saine planification. Les moments de cristallisation de crise ne peuvent être féconds que si on procède avec le doigté requis et le

Suite à la page 31

11. *Le Devoir*, 8 mai 1973.

RECIPROCAL AGREEMENTS

Formal reciprocal agreements are now in effect whereby members of the Canadian Association of University Teachers visiting certain foreign countries for the purpose of research or of teaching will automatically receive the services of the professional organization in the host country. Professors who wish to avail themselves of this service should write to the Executive Secretary for a letter of introduction.

Organizations with whom reciprocal arrangements exist are:

1. Association of University Teachers (United Kingdom)
2. Federation of Australian University Staff Associations
3. Association of University Teachers of New Zealand
4. Hochschulverband (West Germany & West Berlin)
5. Syndicat national de l'enseignement supérieur (France)*
6. Association Suisse des Professeurs d'Université (Switzerland)

It is expected that arrangements with other countries will soon be sanctioned.

* Confirmation Pending

ACCORDS DE RÉCIPROCITÉ

Les membres de l'Association canadienne des professeurs d'université qui font un stage de recherche ou d'enseignement à l'étranger peuvent bénéficier, dans certains pays, des accords de réciprocité intervenus entre leur association et celle du pays d'accueil. Ces accords leurs permettent de bénéficier automatiquement des services de l'association professionnelle du pays d'acceuil. Les professeurs qui désirent profiter de ce service sont priés d'écrire au secrétaire général pour obtenir une lettre de présentation.

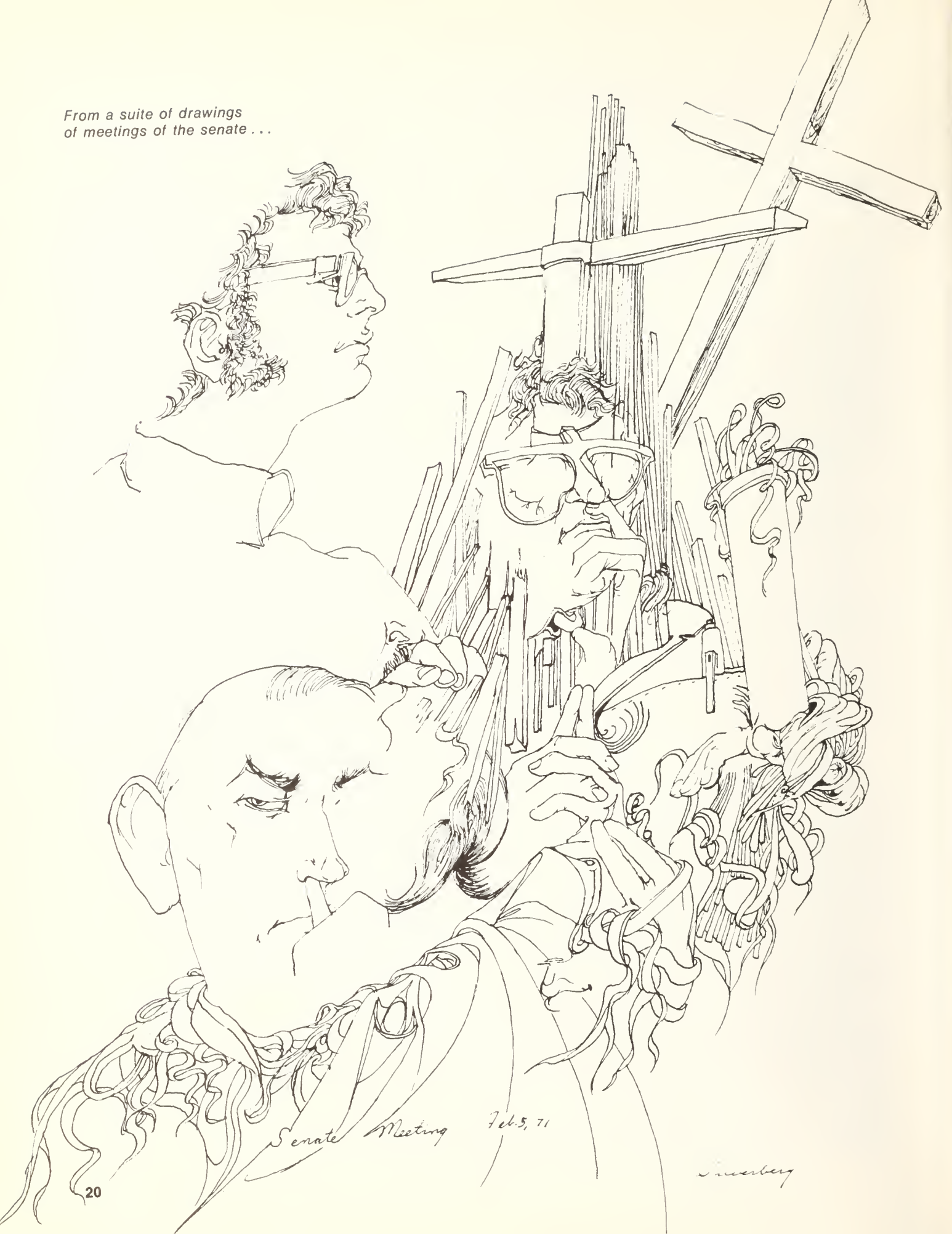
L'A.C.P.U. a des accords re réciprocité avec les sociétés suivants:

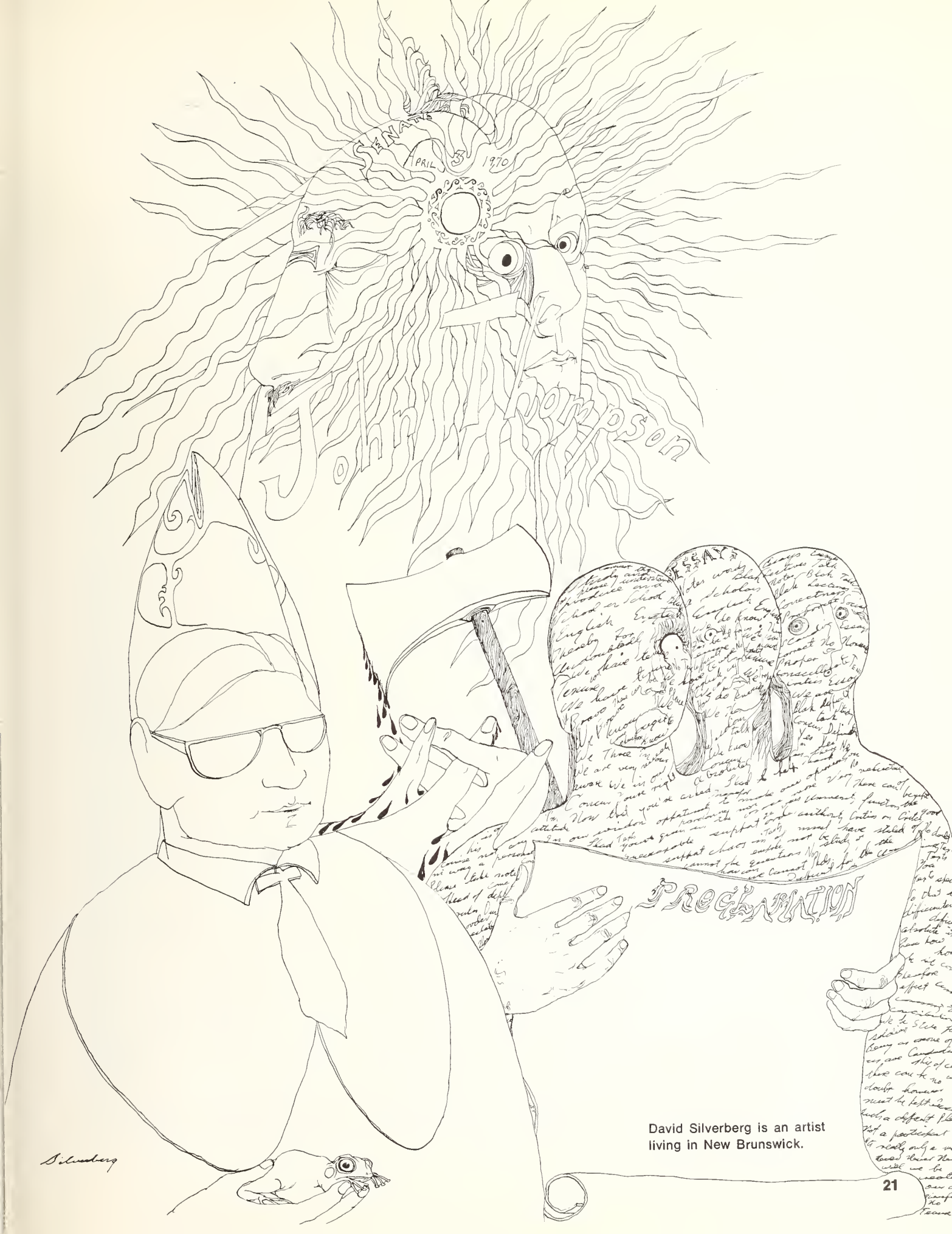
1. Association of University Teachers (Royaume-Uni)
2. Federation of Australian University Staff Associations (Australie)
3. Association of University Teachers of New Zealand (Nouvelle-Zélande)
4. Hochschulverband (Allemagne de l'Ouest et Berlin-Ouest)
5. Syndicat national de l'enseignement supérieur (France)*
6. Association Suisse des Professeurs d'Université

Des acords analogues avec d'autres pays seront vraisemblablement santionnés sous peu.

* Confirmation pendante

From a suite of drawings of meetings of the senate . . .





David Silverberg is an artist living in New Brunswick.

Commonwealth Universities Yearbook — 1973 Edition

Commonwealth Universities Yearbook 1973. Editors Sir Hugh W. Springer and T. W. Craig. London: The Association of Commonwealth Universities, 1973. Pp. 2268 + xxiii. £14.

This is one of the most important reference books for the university world in Canada and throughout the Commonwealth. It is significant both for the exhaustive listing of faculty members at all Commonwealth universities and for the factual and informative introductions to the universities of each country. In the case of Canada the introduction is by Professor Edward Sheffield of the University of Toronto. The Yearbook has now reached its 50th anniversary. We can only hope that it will continue the good work for another 50 years. What else can you say about one of the monuments of university publishing.

Professor Donald Savage is the Executive Secretary of the Canadian Association of University Teachers.

The task of Universities . . . Great Expectations?

Stephen D. Kertesz, ed., *The Task of Universities in a Changing World.* Notre Dame, Indiana: University of Notre Dame Press. 1971. Pp. 503 + xxi. U.S. $15.00 (cloth), $6.95 (paper).

Except for the periodic trilogy, the *Commonwealth Universities Yearbook, American Universities and Colleges* and the *International Handbook of Universities,* which together cover the world, and *The World of Learning* (also periodic), I know of only four books on national systems of higher education that were published in the dozen years before this one appeared. In 1959 the *World Year Book of Education* (London: Evans Bros.) was devoted to such systems as were one of the appendices of the Robbins Report on *Higher Education* submitted to the British Government in 1963, Eric Ashby's *Universities: British, Indian, African* (London: Weidenfeld and Nicholson, 1966) and Unesco's *World Survey of Education, Part IV: Higher Education,* also published in 1966.

Since 1970, though, the Kertesz volume is one of at least six. The others include *Higher Education in Nine Countries,* prepared for the Carnegie Commission on Higher Education by Barbara B. Burn (New York: McGraw-Hill, 1971); the 1971-72 Voice of America Forum Series on *Higher Education: From Autonomy to Systems,* published under the editorship of James A. Perkins and Barbara Baird Israel (New York: International Council for Educational Development, 1972); the *World Year Book of Education* for 1971/72 and also for 1972/73, the former edited by Brian Holmes *et al.* with the title *Higher Education in a Changing World* (London: Evans Bros., 1971) and the latter edited by W. Roy Niblett and R. Freeman Butts: *Universities Facing the Future* (San Francisco: Jossey-Bass, 1972); and *Universities for All: International Perspectives on Mass Higher Education* by George Z. F. Bereday, arising out of his studies for the Organization for Economic Cooperation and Development (San Francisco: Jossey-Bass, 1973).

Additional documentation on systems of higher education include the periodicals, many of them relatively new, annotated by Robert O. Berdahl and George Altomare in *Comparative Higher Education: Sources of Information* (New York: International Council for Educational Development, 1972) and reports coming in increasing numbers from such international agencies as Unesco, the International Institute for Educational Planning, the Organization for Economic Cooperation and Development, the International Association of Universities, the Association des universités partiellement ou entièrement de langue française, the Association of Commonwealth Universities and the International Council for Educational Development.

Between April 1969 and February 1970 the Committee on International Relations of the University of Notre Dame sponsored three conferences on "The Task of Universities in a Changing World." For the most part the 35 papers making up this book were presented for discussion at one or another of these conferences. About half of the contributors came from the United States; the others represent a dozen other nations. Given the sponsorship of the series, it is not surprising that the majority of the speakers were social scientists and most of *them* were political scientists.

The book is divided into six parts which, though not titled, could be described roughly as follows: 1) the American scene: some nationwide perspectives; 2) the humanities, the social sciences and a variety of activities common to American universities; 3) the international outreach of the American university; 4) higher education in developed countries; 5) higher education in developing countries; 6) epilogue.

Of particular interest in the first group is the paper by Philip E. Mosely of Columbia University on "The Universities and Public Policy." He reveals the paucity of research on public policy issues, particularly those that have to do with the foreign policy of the United States, and urges on the universities the task of improving the scholarly contribution to this field. There are two essays of note in the next group — a superb analysis of "Some Consequences of the Development of Scientific Social

Sciences" by Herbert Jacob of Northwestern University, and a discussion of the changing social values of education, entitled "College and Non-College," by George Z. F. Bereday, also of Columbia University. Jacob sees scientific social science as presenting challenges to the structure of universities as well as to their organization of teaching and research. He anticipates a sharper division between graduate and undergraduate teaching in these fields, with emphasis at the undergraduate level on the training of laymen in human behaviour and social criticism, research and scholarly activity forming the core of graduate curricula. Bereday develops the theme that in an advanced society, for example that of the USA or the USSR, education is becoming the sole road to high position, and other marks of distinction are decreasing rather than increasing. Most of the other papers in this section are concerned with one or another of the "crises" of contemporary society and its universities.

Experience and wisdom make the paper on "Universities and the Developing World" by Kenneth W. Thompson outstanding in the third group. He is a vice-president of the Rockefeller Foundation and has long been involved in its programmes of aid to developing countries. Another good essay in that group is the one by Robert F. Byrnes of Indiana University on "Cultural Relations Between Ideologically Divided Countries." His emphasis is primarily on the relations between the United States and the Soviet Union but he anticipates, as do some of the other speakers, the opening up of cultural relations between the United States and China which came about nearly two years later. A mood revealed by several in this group was one of disenchantment with American foreign policy.

The papers on higher education in developed countries are by representatives of Britain, Canada, Sweden, France, Italy, West Germany, Spain and Yugoslavia. Missing unfortunately, are contributions from the major Communist countries (of which Yugoslavia is not typical). Lord Bowden of the University of Manchester Institute of Science and Technology gives a perspective on British higher education which is both historical and modern. Mattei Dogan of the National Center of Scientific Research of France presents a systematic view of the "Causes of the French Student Revolt in May 1968." Indeed, the timing of the conferences at which these papers were presented made it inevitable that a good many of them should deal with the problem of student unrest. The paper on higher education in Canada, by Douglas V. Verney of York University, is disappointing, chiefly because it deals with such a small segment of the total scene — a comparison of the development of two new universities, Simon Fraser and York. It may well be that Professor Verney was misinformed about the scope expected of his contribution.

The fifth group, which I have called "higher education in developing countries," might better be described as "higher education in countries in receipt of U.S. aid" because Japan — one of the countries on which there are reports — is not properly classified as "developing." Other areas described are Africa, Latin America, Thailand, the Phillipines and India. There is no reference to the Middle East.

In the tradition of spokesmen for the university idea, generalizing on a high plane, Stephen Kertesz, editor of this volume, concludes (in his Foreword) that "The supreme task of the universities is to work, with all the conscious, committed decision the thought implies, for a genuine world society . . . They do have obligations to their own members; they have obligations to their own nations, but they have even greater obligations to the welfare of mankind . . ." For him "they are symbols of the unity of the human race."

Report from the ivory tower

the computer told them
of an ongoing shortfal
in student enrolment
of overstaffing and underfunding
of insufficient accountability

he sniggered too soon

he had a small class
they abolished small classes
he was up for tenure
they abolished tenure
he was foreign born
they abolished foreigners
he lectured on Blake
they abolished Blake
he published no papers
they took away his increment
he grew a beard
they shaved it off
they sent teaching experts
to observe him
set up committees of scholars
to discuss him

one day
without thinking
he scratched between his legs
in the classroom
and they castrated him
with CAUT observers
following the exact
procedures outlined
in the official
computer checked
handbook for faculty

Christopher Wiseman
(University of Calgary)
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THE UNIVERSITY OF CALGARY

Invites applications from, or the nomination of, highly qualified individuals for the position of

PRESIDENT

to take office July 1, 1974

The University of Calgary is a publicly supported institution established in 1966. The current full-time enrolment is approximately 9,000, including both graduate and undergraduate students. The operating budget for 1973-74 is $37,542,500.

The President has the general supervision over and direction of the operation of the University, including the academic work and the business affairs of the University, and such other powers and duties as may be assigned to him by the Board of Governors.

In the performance of these functions, the President is assisted by a Vice-President (Academic), a Vice-President (Finance) and a Vice-President (Services).

The salary and terms of office of the President are negotiable.

Written applications or nominations for this position, accompanied by a resume of qualifications, will be received until a selection is made, and should be sent to

Mr. M.G. McGinley
Secretary, Presidential Search Committee
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THE UNIVERSITY OF CALGARY

Taken together, the essays dwell as much on ways in which the university might assure its own survival in this unfriendly world as on the roles it should be ready to play in the society of the future. Nor is there much agreement among the contributors. Each has his own vantage point and view, and the problems and possibilities are so many that the result, inevitably, is without focus. During the winter of 1973-74 a group of professors of York University and the University of Toronto, together with some representatives of the wider community, propose to attempt a restatement of the roles and required conditions of the university. If they find no more common ground than the participants in the Notre Dame conferences, the York/Toronto Seminar will not yield what its organizers hope for — an historic statement, influential in the guidance of university development and university/government relations for the coming decade.

A pragmatic note is struck in Part Six, the epilogue, by Father Theodore Hesburgh, Notre Dame's president. "In a very real sense," he concludes, "the university has been oversold as the key to all human progress." Douglas Verney elaborates when he observes that "God may not be expecting quite as much from universities as we think He does."

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The Learning Society: Much Still to Learn

The Learning Society: Report of the Commission on Post-Secondary Education in Ontario. Ministry of Government Services, Toronto, 1972. Pp. 266 + vii. $2.50.

The Learning Society, the final report of the Commission on Post-Secondary Education in Ontario, has just been published — the result of four years of work and the expenditure of nearly $1.5 million. The commission was formed to enquire broadly into post-secondary education in Ontario and to make recommendations to the minister of colleges and universities that would ensure the effective development of the post-secondary educational system beyond 1980.

The commission opened its dialogue with the public by publishing *A Statement of Issues,* followed by six months of public hearings, and the publication of a widely read *Draft Report* (christened the Wright report after Dr. Douglas T. Wright, first chairman of the commission, and now deputy provincial secretary for social development, who will obviously have considerable influence on the implementation of the recommendations). The *Draft Report* generated such a reaction that two more months of public hearings were held. The commission also ordered nearly twenty background research studies to assist them with various problems.

The final report produces 126 recommendations for the minister, a few of them supporting the *status quo,* but most of them for changes the commission would like to see made in

the system. The recommendations are wide-ranging, but most of them can be seen to be concerned with

* the development of lifetime learning, more closely connected to work experience, and furthered by the development of an open academy of Ontario,
* the improvement of access to the system for the province's people in general and specifically for some groups (women, Francophones, and people in the sparsely populated parts of the province) against whom the present post-secondary system is felt to discriminate,
* the reorganization of the central administration of the system, especially including the creation of four powerful councils to act as buffers between the government and the four 'sectors' of the system (universities, colleges, the open sector, the creative and performing arts),
* new financial arrangements to support the system.

It seems to be fairly generally believed that although the commission has not always provided documented foundations for its recommendations many of those included in the first two above are probably susceptible to fairly ready implementation; that the creation of a powerful and independent Council for University Affairs, while it is likely to be supported by the universities, is just as likely to be resisted by the government and the bureaucracy in Toronto; and that the financial proposals must await the outcome of talks the provinces will soon begin with the federal government.

The financial recommendations are designed to improve the fiscal stability of the universities, to shift more of the costs to students (but with a better grant system for low income students and a contingency repayment loan program), and to split the public subsidy to universities into two parts: one for what the report calls 'educational and instructional expenditures, and the other for 'research and other activities.'

The last-mentioned recommendation may be the one that receives the most intense scrutiny by Ontario academics, if only because its purpose, significance, and implications have not been discussed extensively or convincingly in the report.

The draft report spent some space attempting to show that research costs paid by the universities (components of professional salaries, overhead, etc) could be identified fairly easily, but the specific and very arbitrary argument used then was greeted with a violent reaction from the universities and has now disappeared.

The final report gives almost no space to discussing why or how research costs should be separated from instructional costs, and this disturbing vagueness has Ontario academics worried. They are hardly likely to accept the commission's glib assurance that 'the task of separating the functions of instruction and research and funding them separately is not as difficult as is sometimes thought,' when it suggests, a few lines further on, that 'the determining factor should be whether or not the research effort and cost in question can be regarded as essential to teaching.'

The reader can only infer that the commission has identified some goals it desires to reach, has selected the mechanism for achieving them, but has not thought worthwhile the clear elucidation of the validity of the goals or the efficacy of the proposed mechanism.

The commission is concerned with what it regards as the baneful steering effects of the formula by which Ontario universities are now supported. The present formula provides money to the institutions on a head count with the additional feature that certain types of students bring in one basic income unit (now about $1,800), while others bring in two, or three, or even six times as much. Graduate students are heavily weighted, and the commission appears to feel that these large weights have steered the universities to inflate their graduate schools, though there is no comparison with the experience of other provinces, whose graduate programs have also expanded rapidly with other funding arrangements.

If research costs were provided separately from instructional costs, the commission seems to think it would be possible to 'devise a formula that will eliminate the present steering effect.' This may well be desirable, though that question is not discussed at great length in the report and the commission does not tell us why the Ontario weight structure cannot be reformed without the cost-splitting proposal.

It seems clear that any weight formula is *nothing more* than a steering device and it is also very clear that the commission wants Ontario to steer in a different direction (fewer graduate students). But the addition of cost-splitting raises many other questions of great importance, and these have not been tackled in the report.

The other problem alluded to by the commission is what it regards as a lack of co-ordination and specialization in research activities in the universities. The report talks repeatedly and vaguely of co-ordinating Ontario's research efforts in a national research strategy, and one infers that it wants to provide the federal government with a mechanism for co-ordination in return for a larger supply of federal funds. This may be viewed also as a possible new channel for the provision of federal money to the educational system, since direct involvement in instruction is a provincial perquisite, and both levels of government are understood to be unhappy with the present indirect matching arrangements.

Seen as a possible mechanism for federal involvement in post-secondary finance, the cost-splitting proposal appears to have considerable logic. Nevertheless a lot of important questions will need to be asked by Ontario academics. They will want to know the overall financial implications, for the system and for the individual institutions. They will want to know how much of the operating income will be lost, how much will be recouped, and what kind of redistribution will occur. They will want to know what the proposed research co-ordination is going to do to the small universities (will it, for example, eliminate all graduate work?), to the intermediate ones (will it, for example, eliminate most Ph.D. programs except for a few centres of special concentration?), and to the large ones (will they, for example, be forced to make deals with each other for shares of the available pie?). And they will want to know how the co-ordination is to be effected, by whom, and with what purposes in mind.

It is incredible that none of these important questions has been raised, much less answered, in the report, because the cost-splitting proposal is one of its crucial recommendations. It seems that a lot of palavering on the financing of post-secondary education in Ontario is yet to come.

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Objectifs d'une Politique Canadienne de la recherche Fondamentale

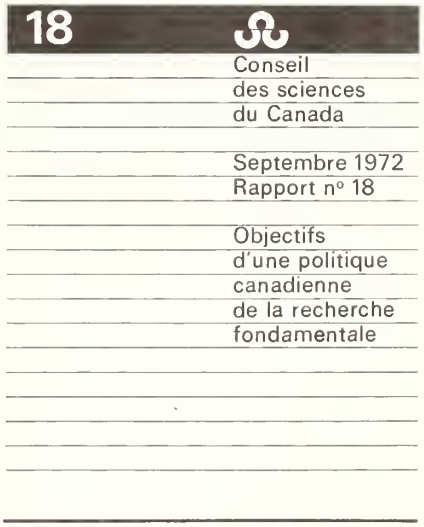
Conseil des Sciences du Canada, Rapport no 18, *Objectifs d'une Politique canadienne de la Recherche fondamentale.* Conseil des Sciences du Canada, Ottawa, septembre 1972. 81 p. $1.00.

Le rapport No. 18 du Conseil des Sciences du Canada sur les *"Objectifs d'une Politique canadienne de la Recherche fondamentale"* est relativement court, pour un document d'une tell importance. En une quarantaine de pages (si l'on en soustrait le point de vue personnel du nouveau Président du Conseil, le Dr. Roger Gaudry, et les annexes), le rapport passe des définitions aux recommandations. A toute fin pratique le rapport peut-être jugé à partir de ses conclusions, qui se limitent à une page et quart de texte, et surtout à un seul paragraphe qui est l'essence même de la pensée du Conseil des Sciences:

". . .Nous soutenons une orientation plus marquée de la recherche fondamentale vers des secteurs d'importance spéciale pour le Canada, pour autant qu'une proportion notable de cette recherche demeure à l'abri d'influences extérieures à la Science".

Le rapport se situe donc dans ce que l'on peut appeler l'idéologie "libérale" de la recherche et des politiques scientifiques. C'est-à-dire, après avoir donné les raisons pour faire de la recherche fondamentale au Canada, et tenant compte du débat actuel sur l'avenir de la recherche scientifique, il ne donne aucune orientation organisationnelle précise, mais plutôt cherche à maintenir un certain état d'esprit chez ceux qui ont la responsabilité d'octroyer des fonds. La phrase finale du rapport donne le contexte idéologique dans lequel s'orientent les recommandations du Conseil des Sciences: "On doit évaluer les mérites des chercheurs et de leurs travaux sans parti pris, qu'il s'agisse de recherche libre ou orientée. L'excellence seule doit retenir notre attention".

Malheureusement, et avec tout le respect que l'on doit aux membres du Conseil des Sciences pour leur compétence respective, leurs conclusions ne sont pas des objectifs particulièrement valables en ce moment de la diminution des investissements et des attaques faites dans le Rapport Lamontagne, contre la recherche fondamentale au Canada. Ceci est nettement souligné par le point de vue personnel du Président actuel du Conseil, le Dr. Roger Gaudry, qui diffère sur beaucoup de points avec le reste des membres, lorsqu'il souligne



que l'effort canadien: "pourrait-être plus efficace, grâce à une meilleure politique et une organisation améliorée". Le Dr. Gaudry souligne, s'il n'use pas les mots, l'incohérence de la situation actuelle, et le manque de coordination entre les niveaux de gouvernement, ainsi que le manque de "communication" entre les scientifiques de l'Etat, de l'industrie et des universités. De fait, le Dr. Gaudry explicite, sans le dire, combien le fractionnement actuel de la communauté scientifique canadienne, ajouté au fractionnement politique des niveaux de décision, provoque les nombreuses difficultés que l'on rencontre dans la définition des objectifs d'une politique scientifique au Canada, et de la mise en marche d'une action efficace pour la recherche fondamentale.

En effet, le fractionnement actuel de la société canadienne est non seulement entre niveaux de gouvernement, et entre les scientifiques travaillant pour l'Etat, pour l'industrie, et pour les universités, mais aussi à l'intérieur même de chacune de ces catégories, et spécialement chez les chercheurs universitaires pris dans le dilemne des priorités éducationnelles compétitives avec leurs recherches. C'est pour cela, malgré le très grand intérêt que l'on peut trouver dans le Rapport No. 18, et son examen de certains problèmes, ainsi que dans la valeur des solutions offertes pour ces questions, il ne répond pas, malheureusement, à la situation réelle du Canada, que cela soit pour les questions de recherche fondamentale, ou de politique scientifique canadienne en général. Ceci est évident si l'on compare ce rapport du Conseil des Sciences, avec le rapport annuel 1972-1973 du Conseil, publié en juin 1973. En effet, le rapport No. 18 ignore, à toute fin pratique, les questions d'organisation d'une politique de la recherche fondamentale, et ne fait aucune recommandation de type "organisationnel", et ne touche que partiellement la question de la définition des priorités. Le rapport annuel de 1972-1973, au contraire, spécifie, et cela pour la première fois en ce qui a trait aux recommandations du Conseil, que c'est à travers les prises de décisions "politiques" que l'on construit une "politique scientifique". De fait, le rapport annuel est d'une franchise qui le distingue du rapport No. 18, dont l'idéologie "libérale", orientée vers la reconciliation de l'irréconciliable, n'arrive pas à se dégager de certaines platitudes. Au contraire, le rapport annuel, en posant la question: "le Conseil des Sciences a-t-il bien rempli ce rôle" (d'experts témoignant devant le tribunal de la collectivité), implique que la réponse, si l'on prend seulement le rapport No. 18, est un "nom" mitigé par des circonstances atténuantes.

Il est en dehors de ce commentaire de suggérer comment le Conseil des Sciences pourrait, dans sa situation actuelle, répondre avec efficacité à sa propre question. Disons, simplement, qu'après sept années d'existence, après une centaine de rapports de toutes catégories, nous n'avons pas de politique scientifique canadienne (implicite ou explicite) de la recherche fondamentale, ou même de la recherche scientifique, et cela peut-être confirmé par n'importe quel membre d'un organisme d'octroi de fonds de recherche au Canada.

Au contraire, la situation actuelle, que l'on retrouve dans les publications des associations d'universitaires, ou leurs rencontres sur cette question (comme la dernière rencontre à l'Université McGill sur la recherche médicale), montre le désarroi actuel des chercheurs. Il devient évident que, dans les circonstances du fractionnement actuelle de la communauté scientifique canadienne, le premier effort à entreprendre consisterait à transformer ce fractionnement pour permettre une action cohérente des scientifiques canadiens eux-même dans l'élaboration de la politique scientifique.

Il ne semblerait donc pas valable actuellement de demander au Conseil des Sciences d'assumer, par lui-même, la tâche d'énconcer une politique de la recherche fondamentale, lorsque les scientifiques ne font rien pour réduire la segmentation de leur propre communauté. Ceci serait en effet la première mesure requise afin d'établir cette politique qu'ils désirent. Il devient donc, urgent, pour l'ACPU, de projeter une rencontre avec tous les représentants des différents groupes de chercheurs canadiens, afin d'élaborer ensemble la collaboration qui permettra la création d'une politique de la recherche fondamentale.

Il faut le répéter avec force, les politiques scientifiques, comme toutes les politiques, ont leurs fondements dans la structure organisationnelle de chaque pays. Si la structure sociale du pays, et surtout la communauté scientifique du pays, sont segmentées, des barrières existent qui doivent être éliminées si l'on veut obtenir une politique cohérente. Pour l'instant, les formulations d'une politique scientifique canadienne, que cela fut celle du CNRS, du Rapport Lamontagne, ou encore du rapport de l'OCDE et le rapport Bonneau-Cory, ainsi que le Conseil des Sciences avant son rapport annuel de 1972-73, avaient systématiquement ignoré la nature fragmentée de la réalité politico-sociale canadienne. A toute fin pratique, ils construisaient des politiques comme si le Canada n'était pas un pays fédéral, et qu'il était nécessaire de partir d'abord de cette segmentation de la réalité de notre pays, afin d'obtenir des politiques qui "collent" à la réalité. Il est à espérer que l'ACPU, en prenant l'initiative de construire une communauté scientifique intégré, pourra faciliter le développement d'une véritable politique de la recherche fondamentale au Canada.

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ANNUAL REPORT OF THE PROFESSIONAL ORIENTATION COMMITTEE (1972-73)

Since its formation in 1970 the Professional Orientation Committee has devoted the bulk of its efforts to a single topic: the question of student evaluation of university teaching. The proposed guidelines on student evaluation were approved in principle by the CAUT Executive in April 1972 and were received by Council in May of the same year. The guidelines were subsequently published in the *CAUT Bulletin* (December 1972) and were presented to Council for adoption at the May 1973 meeting.

The concentration of the Committee on this very technical and controversial aspect of teaching effectiveness has prevented a thoroughgoing involvement in other important issues, such as the in-service preparation of potential faculty members for their teaching and professional responsibilities. It is hoped that, once the issue of student evaluation is dispensed with, at least for the time being, the Committee will be able to concern itself with some of these wider-reaching problems.

In fact the Chairman of the Committee has already tried to do this by taking upon himself a public relations role in the general area of university teaching effectiveness and its improvement. He has been asked to participate in a number of seminars, conferences, and symposia during the past two years, including meetings sponsored by AUCC, the Canadian Society for the Study of Higher Education, the Canadian Association of Professors of Education, and OCUFA. In addition, articles on university teaching have been written for a number of publications (e.g. "Improving Teaching Effectiveness" by Chris Knapper, *CAUT Bulletin*, October 1972).

The Committee has collected a dossier of published and unpublished material on university teaching from a wide variety of sources in Canada, the United States, the United Kingdom, and Australia, to name just a few countries of origin. The Committee Chairman has received calls for help and advice from many universities in this country (and from abroad) on matters concerning the university teaching function, especially student evaluation. During the past year, almost a hundred letters have been received and answered.

One important on-going project of the Committee is a book presently in fairly advanced planning stage, on teaching evaluation. This volume, which is being prepared by the Committee Chairman in cooperation with the staff of the Centre for Learning and Development at McGill University, will contain not only practical advice on the construction

RAPPORT ANNUEL DU COMITE SUR L'ENCADREMENT DES PROFESSEURS (1972-73)

Depuis sa formation en 1970, le Comité de l'encadrement des professeurs a consacré le gros de ses énergies à une seule question: celle de l'évaluation de l'enseignement universitaire par les étudiants. Le projet de directives sur l'évaluation des professeurs par les étudiants a été approuvé en principe par le Comité exécutif de l'ACPU en avril 1972, et a été reçu par le Conseil en mai de la même année. Il a par la suite été publié dans le *Bulletin de l'ACPU* (en décembre 1972) et sera de nouveau présenté au Conseil en mai 1973, en vue de son adoption.

Parce qu'il s'est concentré sur cet aspect très technique et très controversé de la qualité de l'enseignement, le Comité n'a pu s'attaquer en profondeur à d'autres questions importantes, par exemple l'initiation en cours d'emploi des future professeurs à leurs responsabilités pédagogiques et professionnelles. Lorsqu'il aura disposé au moins provisoirement de la question de l'évaluation des professeurs par les étudiants, le Comité espère pouvoir s'intéresser à quelques-unes de ces questions plus générales.

Du reste, le président du Comité s'est déjà engagé dans cette voie en assumant personnellement un rôle de relations publiques en ce qui a trait au domaine général de la qualité de l'enseignement universitaire et des moyens de l'améliorer. Il a été invité au cours des deux dernières années à participer à un certain nombre de colloques, conférences et autres rencontres, dont un certain nombre étaient patronnés par l'AUCC, le Société canadienne pour l'étude de l'enseignement supérieur, l'Association canadienne des professeurs en éducation et l'OCUFA. De plus, il a écrit pour le compte de plusieurs publications des articles sur l'enseignement universitaire (par exemple "Improving Teaching Effectiveness", de Chris Knapper, *Bulletin de l'ACPU,* octobre 1972).

Le Comité a constitué un dossier de textes publiés ou inédits sur l'enseignement universitaire, textes qu'il a obtenus de sources très diverses: Canada, Etats-Unis, Royaume-Uni et Australia, pour ne citer que quelques pays d'origine. Nombre d'universités canadiennes (et aussi des universités étrangères) ont sollicité l'aide et l'avis du président du Comité pour résoudre des questions relatives à la fonction d'enseignement de l'université, et particulièrement à l'évaluation de cet enseignement par les étudiants. Au cours de l'année, il a répondu à une centaine de lettres.

Le Comité a entrepris un important travail de longue haleine, dont le plan est déjà passablement avancé. Il s'agit d'un livre sur l'évaluation de l'enseignement. Cet ouvrage, préparé par le président du Comité avec le concours des employés du Centre d'apprentissage et de développement de l'Université McGill, contiendra des conseils pratiques sur la construction des questionnaires d'évaluation, et examinera par ailleurs les postulats philosophiques de l'évaluation de l'enseignement et ses conséquences pour la liberté universitaire, et présentera un large exposé sur les objectifs de l'enseignement. Ce livre, que nous espérons publier par Clarke, Irwin & Co. Ltd., en 1974, fera partie de la collection des

of evaluation questionnaires, but will also consider the underlying philosophical assumptions of teaching evaluation, implications for academic freedom, and a wide ranging discussion on the statement of teaching objectives. This book, which it is hoped will be published by Clarke, Irwin & Co. Ltd., in 1974, is one of the volumes in the CAUT Monograph Series. There are also plans for a further book on the more general topic of university teaching effectiveness, which will be a comparative study of efforts to improve university teaching in a number of Commonwealth countries, including Canada, Australia, the United Kingdom, and New Zealand.

At present the Committee is concluding its analysis of a survey of merit procedures in force at universities across Canada. This survey was conducted as a result of a Council resolution which asked for information on existing practices and recommendations for policy in this area. Unfortunately work on this project has been slow, due primarily to the rather poor response by individual faculty associations to requests for information. In fact two formal requests, and several informal requests to faculty association presidents has resulted in responses from less than a third of the fifty member institutions in CAUT. In contrast, an appeal to Vice-Presidents (Academic) at Canadian universities resulted in a response from an equal number of institutions in little more than a week! Because of the lack of comprehensive data at this point. it is felt that it would be premature to issue firm recommendations in the form of a guideline. However the results of the preliminary survey of merit practices have been summarized, and will appear in the form of an article in a forthcoming issue of the *CAUT Bulletin,* along with some tentative conclusions and recommendations.

The work of the Committee over the past year has been hampered by unavoidable decimation of membership due to resignation and illness. Because most of the work of the Committee is done by correspondence and it would not be practical to bring in new members to help with on-going projects, much of the day-to-day activities of the Committee were handled by the Chairman alone. However, Bruce MacFarlane and Joe Scanlon of Carleton University, and Finn Gallagher of Trent University each provided their time and helpful comments. The Chairman of the Committee will be resigning to go on sabbatical leave in July 1973, and at that time the Committee will be completely restructured. The Executive has suggested that the Committee be reconstituted as a subcommittee of the proposed Internal University Affairs Standing Committee and be renamed the Teaching Effectiveness Subcommittee. It is hoped that all of the outstanding projects can be completed in the next few months so that the new subcommittee can begin afresh on those topics, outlined above, which deserve its urgent attention.

C. K. Knapper
Chairman, Professional Orientation Committee

As of 1973-74, the work of the Professional Orientation Committee has been merged with the newly formed Standing Committee on Internal University Affairs.

Monographies de l'ACPU. Il est question d'un autre livre sur la question plus générale de l'efficacité de l'enseignement universitaire, dans lequel seront comparés les efforts tentés dans un certain nombre de pays du Commonwealth y compris le Canada, l'Australie, le Royaume-Uni et la Nouvelle-Zélande, pour améliorer l'enseignement universitaire.

A l'heure actuelle, le Comité achève d'analyser les résultats d'un relevé des procédures en vigueur dans les universités canadiennes, enquête qui fut menée à la suite d'une résolution du Conseil dans laquelle celui-ci demandait des renseignements sur les pratiques existantes en cette matière, et des recommandations en vue de l'élaboration d'une politique. Malheureusement, ce travail n'a progressé que lentement, principalement à cause de la faible collaboration des associations de professeurs. A la suite de deux demandes officielles et de plusieurs demandes officieuses adressées aux présidents des associations de professeurs, les cinquante associations membres de l'ACPU n'ont répondu que dans une proportion inférieure à un tiers. Par contre, un appel lancé aux vice-présidents à l'enseignement des universités canadiennes a permis de recueillir un nombre égal de réponses en un peu plus d'une semaine! Les données étant encore trop incomplètes, il serait prématuré à notre avis de formuler des recommandations fermes sous forme de directives. Nous avons cependant fait un résumé des résultats de l'enquête préliminaire sur les pratiques touchant l'avancement au mérite, et ces résultats figureront, avec certaines conclusions et recommandations provisoires, dans un article qui paraîtra dans un prochain numéro du *Bulletin de l'ACPU.*

Les brèches créées au sein du Comité par les démissions et la maladie n'ont pas manqué de nuire à ses travaux. Du fait que le travail du Comité se fait en grande partie par correspondance et qu'il ne serait pas pratique de recruter de nouveaux membres pour collaborer aux travaux de longue haleine, le président du Comité a dû assumer seul une bonne part des activités journalières du Comité. Bruce MacFarlane et Joe Scanlon, de l'Université Carleton, et Finn Gallagher, de l'Université Trent, ont cependant donné de leur temps et ont fait des observations utiles. Le président du Comité démissionnera en juillet 1973 pour partir en congé sabbatique, et le Comité sera alors complètement restructuré. Le Comité exécutif a suggéré que le Comité soit transformé en un sous-comité relevant du Comité permanent des affaires intérieures des universités, et soit rebaptisé sous-comité de la qualité de l'enseignement. Nous espérons que tous les travaux actuellement en cours pourront être terminés d'ici les prochains mois, afin que le nouveau sous-comité puisse s'ettaquer d'emblée aux questions mentionnées ci-dessus qui méritent son attention prioritaire.

Christopher Knapper,
président du Comité de l'encadrement des professeurs de l'ACPU.

A partir de 1973-1974 le Comité de l'encadrement des professeurs soit transformé en un sous-comité relevant du Comité permanent des affairs intérieurs des universités, et soit rebaptisé sous-comité de la qualité de l'enseignement.

REPORT FOR 1972-73 OF THE COMMITTEE ON THE STATUS OF WOMEN ACADEMICS

The Committee has met three times this year and has devoted its attention to three major policy areas affecting the position of women faculty in Canada.

It has drafted a statement of policy on the withholding of academic appointments on the basis of family relationship rather than merit which has been referred to the CAUT Board and is now before the Council for consideration. This policy statement sets out what are regarded as appropriate policies for university hiring where members of the same family are involved so that rational policies may be substituted for the unwritten conventions or blanket prohibitions which have governed university hiring policies in the past.

The Commttee has drafted a policy statement regarding the development of membership in faculty associations for part-time faculty. It is the Committee's view that conditions of employment for part-time faculty have a particular bearing on the status of academic women and that the development of membership policies which commit faculty associations to defend the rights of part-time faculty and negotiate on their behalf would do much to improve the position of women faculty in Canadian universities. In developing these suggested membership policies the Committee was aware that part-time employment was growing in attraction for men who wanted other kinds of community involvement but felt that the development of a dignified status for part-time faculty (with the option of the security of tenure) was of particular importance for women faculty. These membership proposals, which it is hoped will form the basis for recommendations to local associations, have been referred to the Membership Committee and are now before the CAUT Board.

At its most recent meeting the Committee drafted a proposal for a CAUT statement on maternity leave policy which recommends that universities be urged to provide maternity leave for female faculty members (married or single) for a maximum of three months at full pay and for a maximum of three additional months on sickness, disability pay, or leave of absence. The committee felt that this recommendation for maternity leave was essential if women faculty were to be recognized a serious scholars for whom maternity might constitute a brief interruption in scholarly pursuits but who could in no sense be regarded as persons who were sick or abandoning their careers when requiring maternity leave. This recommendation will be referred to the Board for consideration at its next meeting.

In addition to working on policy statements in these three critical areas, the Committee has devoted considerable time to considering the appropriate strategies to be pursued to develop sensitivity in different regions of the country to questions of discrimination against women faculty. It has concluded that at present the most appropriate methods of procedure are to publicize wherever possible the provisions in human rights legislation in each province which make discrimination on grounds of sex illegal, and to encourage groups of women within individual institutions to band together informally to bring pressure to bear upon university ad-

RAPPORT DU COMITE DE LA FEMME UNIVERSITAIRE POUR L'ANNEE 1972-73

Le Comité s'est réuni trois fois au cours de l'année et s'est intéressé à trois grandes questions d'orientation générale touchant la situation de la femme professeur au Canada.

Il a rédigé un énoncé de politique sur le refus d'un emploi de professeur pour des motifs de parenté plutôt que de mérite, texte qui a été déféré au Bureau de l'ACPU et dont le Conseil est actuellement saisi. Cet énoncé définit les politiques d'embauche qu'une université devrait respecter lorsqu'il s'agit de membres de la même famille, afin qu'une règlementation rationnelle vienne remplacer les conventions non écrites et les interdictions globales qui caractérisaient les politiques d'embauche des universités dans le passé.

Le Comité a rédigé un énoncé de politique en vue de permettre aux professeurs à temps partiel de devenir membres des associations de professeurs. Le Comité estime que les conditions d'emploi des professeurs à temps partiel ont une influence particulière sur le statut de la femme professeur, et que l'adoption de politiques d'adhésion qui obligeraient les association de professeurs à défendre les droits des professeurs à temps partiel et de négocier en leur nom contribuerait sensiblement à améliorer la situation des femmes professeurs dans les universités canadiennes. Dans l'élaboration de ces politiques d'adhésion, le Comité n'a pas perdu de vue que l'emploi à temps partiel attire de plus en plus les hommes qui désirent travailler sur d'autres plans au bien de la société, mais il n'en estime pas moins que le relèvement du statut du professeur à plein temps (avec posibilité d'accéder à la permanence) revêt un intérêt particulier pour la femme professeur. Ces propositions ont été déférées au Comité des adhésions et sont actuellement devant le Bureau de l'ACPU, et le Comité espère qu'elles feront l'objet de recommandations aux associations locales.

Lors de sa réunion la plus récente, le Comité a rédigé un projet d'énoncé de politique en matière de congés de maternité, texte qui recommande que les universités soient invitées à accorder aux femmes professeurs (mariées ou célibataires) un maximum de trois mois de congé de maternité à plein salaire, et un maximum de trois autres mois en cas de maladie, d'invalidité ou d'absence. De l'avis du Comité, cette recommandation touchont le congé de maternité est capitale, si l'on veut que les femmes professeurs soient considérées comme de vraies universitaires pour qui la maternité serait une brève interruption dans leur travail universitaire, mais qui ne pourraient d'aucune façon être considérées comme malades ou exclues de leur carrière pour avoir eu besoin d'un congé de maternité. Cette recommandation sera soumise au Bureau à sa prochaine réunion.

En plus de travailler à des énoncés de politiques dans ces trois domaines si importants, le Comité a consacré un temps considérable à examiner les moyens de sensibiliser les différentes régions du pays au fait de la discrimination contre les femmes professeurs. Il en a conclu qu'à l'heure actuelle, le moyen le plus efficace consiste à faire connaître partout où c'est possible les dispositions des lois

minsitrations to hire more qualified women and to offer them employment on equal terms with men. While advocating this strategy the Committee has been fully aware that this task will shortly be taken over by local faculty associations when part-time faculty are organized and when full knowledge of legislation forbidding discrimination has ben ensured, and when full sensitivity to discrimination against women academics has ben developed.

The Committe has also had some influence on the publications policy of the CAUT since a number of the proposed CAUT publications at present approved deal with the status of women and the education of women in Canada. These studies are under the general editorship of Professor Naomi Griffiths (former chairwoman of the Committee on the Status of Women Academics) and are slated for publication in 1974-75.

The Committee has been much encouraged in its work by the cooperation of the standing committees of CAUT and by the readiness of the Membership Committee, the Economic Benefits Committee, and the Academic Freedom and Tenure Committee to respond to suggestions about policies which could help to overcome discrimination against women faculty.

Proposals for work next year include a detailed study of discrimination against women faculty in pension, life insurance and disability insurance schemes; studies of daycare programmes; studies of hiring policies to establish the extent to which qualified women candidates are excluded from consideration for appointment on grounds of sex; and studies of the range and extent of discrimination in employment experienced by part-time women faculty. In addition the Committee proposes to continue its efforts at encouraging women to organize and to take part in discussion both within their own faculty associations and within their university communities.

Jill K. Conway
Chairwoman, CAUT Committee on the Status of Academic Women

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de protection des droits de l'homme qui, dans chaque province, rendent illégale la discrimination fondée sur le sexe, et à encourager les groupes de femmes à l'intérieur des institutions particulières à unir leurs efforts pour amener les administrations universitaires à engager plus de femmes compétentes, et à leur offrir les mêmes conditions d'emploi qu'aux hommes. Tout en préconisant cette stratégie, le Comité savait que cette tâche serait bientôt assumée par les associations locales de professeurs, lorsque les professeurs à plein temps se seront organisés, lorsqu'on aura fait pleinement connaître les lois interdisant la discrimination, et loresqu'on aura bien sensibilisé la population à la discrimination exercée contre les femmes professeurs.

Le Comité a par ailleurs eu quelque influence sur la politique de l'ACPU en matière de publications, puisqu'un certain nombre des publications que l'ACPU envisage de publier portent sur le statut de la femme et sur l'éducation de la femme au Canada. Ces études sont publiées sous la direction générale du professeur Naomi Griffiths (ancienne présidente du Comité du statut de la femme universitaire) et doivent paraître en 1974-75.

Le Comité a été très encouragé par la collaboration des comités permanents de l'ACPU et la manière dont le Comité des adhésions, le Comité des avantages économiques et le Comité de la liberté universitaire et de la permanence de l'emploi ont acueilli les suggestions tendant à établir des politiques de nature à surmonter la discrimination contre les femmes professeurs.

Parmi les travaux à envisager pour l'an prochain, il convient de mentionner une étude détaillée des cas de discrimination contre la femme professeur dans les régimes de pension, d'assurance-vie et d'assurance-invalidité; des études sur les garderies d'enfants et sur les moyens de s'y prendre pour organiser des garderies dans les universités; des études sur les politiques d'embauche en vue de déterminer dans quelle mesure les femmes se voient refuser des emplois malgré leur compétence, en raison de leur sexe; et des études sur le degré de discrimination dont les femmes professeurs à temps partiel sont victimes en matière d'emploi. De plus, le Comité se propose de continuer à encourager les femmes à s'organiser et à participer aux délibérations, tant au sein de leurs propres associations de professeurs que dans leur milieu universitaire.

Jill K. Conway,
présidente,
Comité du statut de la femme professeur de l'ACPU.

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CLASSIFICATION

respect toujours douloureux et long d'une difficile et fructueuse critique. Autrement, nous risquons de nous retrouver en plein chaos.

On reconnaît le poids et l'irréversible des situations de fait, surtout en matière de politique gouvernementale. Il nous semble que si le ministre entérinait ses prises de positions actuelles, il créerait une situation impossible et se retrancherait dans une impasse — sorte de point de non retour — dont nous doutons qu'elle soit profitable, et qu'elle n'occasionne une inévitable escalade.

La réponse au "quand" et au "comment" de la prochaine étape dépend peut-être de nous!

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in the coming issues
of the

BULLETIN

— Canadianization
— Income Tax Guide
— Some answers to the question of merit

a venir dans le

BULLETIN

— Canadianisation
— Guide d'impôt
— Quelques réponses sur la question de la mérite

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UNIVERSITES FRAPPEES DE CENSURE PAR L'ACPU

Le Conseil de l'Association canadienne des professeurs d'université a frappé de censure les administrations des universités suivantes:

Université Mount Allison (novembre 1970)*

Université Simon Fraser (mai 1971)*

* (A la troisième étape de la censure prononcée contre ces universités, l'ACPU avertit ses membres de ne pas accepter d'emplois auprès d'elles. Voir la page 71 du Guide de l'ACPU.)

Sont également frappées de censure les universités suivantes:

Université du Québec à Montréal (novembre 1970)

Université de Victoria (mai 1971)

Université d'Ottawa (mai 1972)

C.A.U.T. COMMITTEES

Standing Committees

1. *Academic Freedom and Tenure*
   a. Data Banks and Privacy Subcommittee
2. *Economic Benefits*
   a. Pensions Subcommittee
   b. Insurance Subcommittee
   c. University Manpower Studies Subcommittee
   d. Income Tax Subcommittee
3. *Committee on Relations with Government*
   a. Federal-Provincial Financing Subcommittee
   b. Science Policy Subcommittee
   c. Canadian Book Publishing Policy Subcommittee
   d. Copyright Subcommittee
   e. Patents Subcommittee
4. *Committee on Internal University Affairs*
   a. University Governance Subcommittee
   b. Teaching Effectiveness Subcommittee (formerly Professional Orientation)
   c. Faculty-Student Relations Subcommittee
5. *Publications Committee*

Ad Hoc Committees

Established to attempt to recommend solutions to particular problems

1. *Committee on the Status of Women Academics*
2. *Collective Bargaining Committee*
3. *Committee on Canadianization and the University*
4. *Membership Committee*

TERMS OF REFERENCE

Academic Freedom and Tenure Committee

The Committee on Academic Freedom and Tenure is charged with the responsibility of dealing on behalf of the Association, with appeals made to it in connection with situations where a faculty member feels that his professional rights have been infringed or are threatened with infringement, **and may make recommendations to the Board on policy matters.**

The Committee may deal with grievances from faculty members at institutions with associations affiliated to the Canadian Association of University Teachers, but not normally from individuals or associations not affiliated to CAUT unless an unusually serious threat to academic freedom is involved.

Appeals to the Committee are normally dealt with, in the first instance, by the professional staff of CAUT in consultation with the Chairman of the Committee, who bring the case to the committee unless the documentation is incomplete or the case does not appear to merit consideration. Cases which are not brought before the Committee may be appealed by the Faculty member concerned and such appeals will be heard by a subcommittee of the Academic Freedom and Tenure Committee whose decision as to whether the case should go before the Committee is final.

The basic procedures of the Committee in dealing with cases appealed to it are those laid down in the Policy Statement on Academic Appointments and Tenure and in the Guidelines concerning investigational Procedures. Grievance Procedures, Procedures relating to Censure, Procedures concerning Joint Inquiries involving CAUT and AUCC, Procedures concerning Reductions in Academic Appointments for Budgetary Reasons; and the Policy Statements on Equal Opportunities for Women Faculty Members and on Canadianization and the University, all of which may be found in the **CAUT Handbook**. (Full terms of reference will be available in the 2nd edition of the **CAUT Handbook**.)

Economic Benefits Committee

(a) In cooperation with D.B.S. to devise, collect and analyze information on professorial salaries in Canada.

(b) To report regularly on the economic status of the university teaching profession in relation to other professions and to the general economy.

(c) To survey fringe benefits and, where useful, to present model plans for such benefits as group and disability insurance, denticare, pensions, and sabbatical leave.

(d) To investigate and recommend on ancillary economic matters such as summer supplements, research supplements, summer school salaries, etc.

(e) To maintain liaison with the salary committees of member asociations and provincial organizations.

(f) To advise local faculty associations when so requested.

(g) To collect and disseminate information on salary negotiating procedures.

Committee on Relations with Government

To oversee the role of the Canadian Association of University Teachers in relation to the federal and provincial governments and to report to the Board and Council of the CAUT.

Committee on Internal University Affairs

To oversee the role of the Canadian Association of University Teachers in areas internal to the university such as university governance, teaching effectiveness and faculty-student relations and to report to the Board and Council of the CAUT concerning these activities.

Committee on Publications

To oversee the publishing role of the CAUT, particularly in relation to the **CAUT Bulletin** and the CAUT monograph series;

To recommend as needed to the Board along with the Executive Secretary nominations for the editorship of the **CAUT Bulletin** and the CAUT monograph series;

To be a committee of seven to include the Editor the **CAUT Bulletin** and the CAUT monograph series as voting members.